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ABSTRACT

The Swedish National Board of Education studied 7,095 youths (mostly immigrants) who were compulsory school students in 1978-79 (Grade 9) and who spoke a language other than Swedish at home. The part of the study reported on in this document focused on the students' attitudes toward instruction in the home language and toward courses offering supportive Swedish instruction. Major findings included the following: (1) there were great differences regarding participation in home language instruction between groups with different other home languages; for example, while most of the pupils who spoke Danish, Norwegian, Estonian, German, Hungarian, or English at home never attended home language instruction in compulsory school, only a minority of Greek and Turkish speaking pupils did not receive home language instruction; (2) although pupils speaking Swedish and another language at home need more home language instruction than others in order to remain actively bilingual, most of these students were found not to have attended home language instruction in compulsory school; (3) students' attitudes concerning home language instruction varied, but most who had received it were very satisfied; nonetheless, about a third stated that they were not interested in home language instruction; (4) most students surveyed felt they had received sufficient Swedish instruction; generally, findings in the area of supportive Swedish instruction suggested that young immigrants with a good knowledge of Swedish have a better chance of coping with post-compulsory education; and (5) when questioned one year after they left compulsory school, more than a third of non-Swedish speakers felt they had received too little educational and vocational orientation in their home language. Twelve appendices give tables of grade 9 pupil data using different sets of variables, plus the study questionnaire. (KH)

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COMPULSARY SCHOOL LEAVERS IN 1979 WITH HOME LANGUAGES OTHER THAN SWEDISH

Interim Report 4
Translation: Roger G. Tanner

- What do they think of home language instruction?
- How many have never taken part in home language instruction?
- Which of them have attended supportive (auxiliary) Swedish lessons?
- Do any of them feel that they have received too little supportive (auxiliary) Swedish language instruction?

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SUMMARY

The group of young persons studied in this report comprises those with home languages other than Swedish ("pupils with other home languages") who were in grade 9 of compulsory school in the 1978/79 school year. The term "home language" as used here denotes a language constituting a living ingredient of the pupil's domestic environment in Sweden. The group comprises 7 095 pupils and represents at least 50 different home languages.

The great majority of pupils with other home languages are referred to in everyday parlance as immigrants, i.e. they are children (or grandchildren) of persons who have migrated to Sweden from other countries. But a small proportion of pupils with other home languages belong to such native Swedish minorities as the Lapps, the Finnish-speaking population of Tornedalen, and Gypsies.

The data in this report (other than those concerning home languages, Swedish proficiency, year of immigration etc.) are to a great extent based on the pupils' own replies to questionnaires.

This is the fourth and final report from the project "Immigrant Children in Schools and the Labour Market".

UD024243

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How much home language instruction do pupils receive in compulsory school?

There are great differences between various groups of pupils with other home languages as regards participation in home language instruction. Most of the pupils who speak Danish, Norwegian, Esthonian, German, Hungarian or English at home have never attended home language instruction in compulsory school. Only a minority of Greek- and Turkish-speaking pupils have not received home language instruction.

Home language instruction also includes study guidance in the home language for other subjects besides the home language itself. It is interesting to note that Swedish is one of the subjects in which pupils are most often assisted by the home language teacher.

The number of home language lessons available to pupils can have some bearing on their prospects of remaining actively bilingual. Most of the pupils receiving home language instruction in grade 9 have two lessons per week. A minority (14%) had only one lesson per week.

Many pupils have both Swedish and another language as their home languages

Pupils speaking both Swedish and another language at home need more home language instruction than others in order to remain actively bilingual. But most of the pupils speaking two languages at home have not attended home language instruction in compulsory school. The members of this group attending home language instruction in grade 9 have generally only had one (one-fifth of the participants) or two lessons (two-thirds of the participants) per week.

What do the young persons think of home language instruction?

The pupils' opinions concerning the home language instruction they received in compulsory school vary a great deal. Most of those who had received home language instruction were satisfied. Some (about a quarter) would have preferred more home language instruction. Those with a poor knowledge of Swedish thought more of home language instruction than those with a good knowledge of Swedish. (Those with a poor knowledge of Swedish had also had appreciably more home language instruction than others.)

On the other hand many pupils (about one-third of all pupils with other home languages) state that they are not interested in home language instruction.

The scope of supportive (auxiliary) Swedish teaching

Supportive Swedish as a foreign language teaching more than trebled during the period (1970/71 to 1978/79) when most of

the young persons described in the report attended compulsory school. Our survey has also shown that the number receiving supportive Swedish lessons in compulsory school was smaller among young persons who immigrated early than among those who immigrated late. Yet the early immigrants were still better at Swedish than the late immigrants in grade 9.

Has supportive Swedish instruction been sufficient?

The great majority (93%) of pupils with other home languages who left compulsory school in 1979 felt that they had received sufficient supportive Swedish language teaching. In the Turkish-speaking, Assyrian/Syrian, Spanish-speaking and Arabic-speaking groups, however, most of which immigrated late, about one-fifth of the pupils felt that they had received too little supportive Swedish language instruction.

A small group (10% approx.) of those who immigrated during the junior level years received supportive Swedish lessons at all compulsory school levels. And yet the pupils in this group are less satisfied with the amount of supportive Swedish language teaching received than those who received no such instruction at all. The above-mentioned group of pupils, which received supportive Swedish lessons at all levels, knows less Swedish and receives less education after compulsory school than other pupils who immigrated at about the same time. This tenth of the pupils may have got off to a poorer start than the others. Schools have not been able to offset this, even though supportive Swedish lessons have been provided at all levels.

About 35% of those who do not speak Swedish very well were gainfully employed or job applicants one year after leaving compulsory school. Rather more of these gainfully employed persons and job applicants are dissatisfied with the amount of supportive Swedish language teaching received compared with those who are still studying. About 13% of those with a poor knowledge of Swedish who started upper secondary school in 1979 discontinued their studies during the first school year. More than half of these dropouts feel that they received too little supportive Swedish language teaching. The above findings point to the importance of young immigrants having a good knowledge of Swedish if they are to have the same chance as young Swedes of coping with postcompulsory education. Many other findings from this project point in the same direction.

Educational and vocational orientation in home languages

More than one-third of the pupils with other home languages who left compulsory school in 1979 felt one year afterwards that they had received too little educational and vocational orientation in their home language. Both young persons who do not speak Swedish very well and your persons with other home languages who have the same command of Swedish as average Swedish pupils felt to a relatively great extent that they had received too little educational and vocational orientation in their home language.

On the other hand, the proportion of students among those feeling that they received too little educational and vocational orientation in their home language is just as large as among other pupils. This suggests that increased educational and vocational orientation in the home language would not have affected the transition rate to upper secondary school.

THE NATIONAL BOARD OF EDUCATION (NBE) PROJECT "IMMIGRANT CHILDREN IN SCHOOLS AND THE LABOUR MARKET". ENVOI

Since the end of the Second World War, Sweden has become an immigration country. Immigration culminated at the end of the 1960s with 77 000 immigrants in one year. Between 1967 and 1979 the immigration surplus (immigrants minus emigrants) was about 18 000 per annum. In 1979 there were 424 000 foreign nationals living in Sweden.

The heavy immigration of the 1960s and 1970s has generated a heavy need of public supportive measures on behalf of immigrants. This applies not least to immigrant children and youngsters attending compulsory and upper secondary school. School supportive measures for immigrants have in fact been heavily expanded. For example, the number of compulsory school pupils receiving home language instruction quintupled between 1970/71 and 1980/81.

Many important questions have arisen due among other things to the large number of young immigrants and the many different forms of supportive teaching which have been deployed to help them. How common is it, for example, for immigrants to take special English and mathematics courses? How many immigrant pupils go on to upper secondary school? Which lines of upper secondary school are immigrants interested in? How manu curtail their upper secondary schooling? How many are unemployed after compulsory school? It is interesting to see whether immigrants differ from Swedish pupils in these respects. What differences exist between various immigrant groups?

Immigrants are a very heterogeneous group, not only because they come from different countries, but also in terms of residential standing. Many immigrant children were in fact born in Sweden. This makes it difficult to give a straightforward definition of the term immigrant. In order, therefore, to arrive at a clearer appreciation of what we mean by immigrant pupils, it would be interesting to find out how long young immigrants have been living in Sweden. It is also interesting to know how many of them speak Swedish with one or both parents.

It was in order to obtain answers to these and other questions that the NBE started the project "Immigrant Children in Schools and the Labour Market". The present report is the final report on this project.

Preparations for the project began in 1978. In collaboration with the Central Bureau of Statistics (SCB), a personal register was compiled of all the pupils with home languages other than Swedish who had left compulsory school in 1979; this register is known as the Home Language Pupils Register. The great majority of young persons with home languages other than Swedish are immigrant pupils. Data from questionnaires and other registers have been added to the Home Language Pupils Register in the course of the project. The Home Language Pupil Register has constituted the foundation of the project, and it provides unique opportunities of following up the young immigrans' future progress.

The summary on pages 1 - 4 contains the main results from Interim Report 4. The main results from earlier parts of the project are presented below.

The great majority of immigrant pupils came to Sweden before they started their compulsory schooling. Only one in ten immigrated during the senior level years. The heterogeneity of the immigrant group is reflected, for example, by the fact that a large proportion never speak Swedish at home while an even larger proportion always speak Swedish together with one parent.

Immigrant pupils with a good knowledge of Swedish do not generally differ very much from pupils with a Swedish background where the school situation is concerned. Immigrant pupils speaking Swedish less well than the average Swedish pupils, on the other hand, differ from other pupils in several respects. About 1 000 of the 7 000 immigrant pupils leaving compulsory school in 1979 had a poor knowledge of Swedish.

For those wishing to take theoretical lines of upper secondary school, it is an advantage to have taken special courses. Immigrant pupils with a poor knowledge of Swedish seldom take special English or mathematics courses at senior level. Adjusted courses of studies partly on at a workplace away from school are intended for pupils with school difficulties. Immigrant pupils with a poor knowledge of Swedish are over-represented among pupils taking these courses.

Immigrant pupils with a poor knowledge of Swedish tend less often than other pupils to be admitted to upper secondary school. (They also tend to have poorer terminal marks from compulsory school than other pupils.) A relatively large proportion of the pupils in this group drop out of upper secondary school.

Pupils with a poor knowledge of Swedish who gain admission to upper secondary school tend to choose other lines instead of the three and four-year theoretical lines.

Many of the young immigrants with a poor knowledge of Swedish who are not attending upper secondary school are unemployed.

More than half of all young immigrants speak Finnish as their home language. The Finnish-speaking group includes a considerable proportion of young persons with school difficulties of various kinds. These difficulties are to some extent unconnected with knowledge of Swedish. There are also certain other respects in which the Finnish-speaking group differs from other pupils. For example, the Finnish-speaking youngsters display a conspicuous interest in the vocational lines of upper secondary school. The Finnish-speaking boys very often take technology at the senior level of compulsory school.

Finnish-speaking youngsters tend more often than others to take an adjusted course of studies at a workplace away from school during the senior level years, and they also tend more often than other young persons to curtai their upper secondary schooling.

Unemployment is more prevalent among Finnish-speaking youngsters than among other young persons who have just left compulsory school.

Turkish-speaking and Danish-speaking youngsters are two other immigrant groups which differ in various important respects from pupils with Swedish antecedence. The proportion of Turkish-speaking and Danish-speaking youngsters choosing to continue their studies after compulsory school is relatively small. These two groups also include a relatively large number who curtail their upper secondary schooling.

There are no major differences between immigrant girls and immigrant boys where school difficulties are concerned. The unemployment situation, however, is worse for immigrant girls than for immigrant boys. The same difference is also to be found between girls and boys of Swedish origin.

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1 INTRODUCTION

1.1 Explanation of certain terms used in this survey

Home language. A person's home language is the language which he or she speaks at home in Sweden.

Home language instruction. Instruction in the home language of pupils not having Swedish as their home language. Home language instruction comprises the teaching of the home language itself and study guidance in the home language. (See Chap. 5, Section 10a of the Education Ordinance.)

Home language pupil. A term used in this report meaning a pupil having a home language other than Swedish. The great majority of these pupils are immigrants or children of immigrants, but some are of Swedish origin, e.g. Finnish-speaking pupils from Tornedalen, Lapps and Gypsies. Home language pupils are entitled to be taught their home language of they so desire.

Proficiency in Sweden. Particulars concerning pupils' proficiency in Swedish are collected for the Central Bureau of Statistics (SCB) statistics concerning compulsory school and upper secondary school pupils having home languages other than Swedish. The form master under teacher responsible for supportive (auxiliary) Swedish lessons are asked to rate each pupil's Swedish proficiency according to the following alphabetical scale of assessment.

A. Does not know any Swedish at all.

B. Understands very simple everyday language.

C. Understands and speaks very simple everyday language. Can cope independently with simple language situations at school and everyday life generally.

D. Understands everyday language but has difficulty with unusual words and abstract terms. Speaks spontaneous Swedish but has a limited vocabulary.

E. Speaks Swedish like an average Swedish pupils but has certain difficulties with the written language and needs extra grammar practice. (For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

F. Has the same command of Swedish as an average Swedish pupil. (For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

(The above scale of assessment is only applied to compulsory school pupils. Another scale applies to upper secondary school pupils.)

Supportive (axuiliary) Swedish lessons: Swedish as a foreign language (AFL). In this report, supportive Swedish lessons organized for pupils having a home language other than Swedish. (See Chap. 5, Section 37 of the Education Ordinance.) The term "Swedish as a foreign language (AFL)" will be used instead, as from 1st July 1982, in the new Compulsory School Curriculum (Lgr 80).

Assyrian/Syrian descent. The Assyrians/Syrians are a Christian minority group from Turkey and the Middle East. The following home languages are commonest among pupils of Assyrian/Syrian descent: Arabic, Aramaic, Assyrian, Kurdish, Syrian and Turkish. In this report, pupils of Assyrian/Syrian descent are taken as a single group, regardless of home language.

Yugoslavian descent. In this report, pupils of Yugoslavian descent are taken as a single group, regardless of home language. The following home languages are commonest among pupils of Yugoslavian descent: Albanien, Macedonian, Rumanian, Serbo-Croatian, Slovakian, Slovenian, Turkish and Hungarian.

The Home Language Pupil Register. A register of all grade 9 compulsory school pupils in the 1978/79 school year with home languages other than Swedish.

SCB. The Central Bureau of Statistics.

Compulsory school. For ages 7 - 16. Comprises the following grades (years):

Junior level	= grades 1 - 3
Intermediate level	= grades 4 - 6
Senior level	= grades 7 - 9

Upper secondary school. For young persons over 16. Comprises lines (duration 2 - 4 years) or specialized courses.

Grade. Corresponding to a school year.

1.2 Background

The survey presented in this report is part of the National Board of Education (NBE) project "Immigrant children in schools and the labour market". Three interim reports (SÖ P 1 1981:1, 1981:12 and 1981:17) have previously been published in Swedish in the course of the project. The three previous interim reports are also available in English translations.

This fourth report (like Interim Reports 2 and 3) is based on a questionnaire administered one year after compulsory school to pupils with home languages other than Swedish (home language pupils).

The group of pupils studied in the NBE project comprises pupils with home languages other than Swedish who were in grade 9 in the 1978/79 school year. This group consists almost entirely of immigrant pupils.

The pupils in this group who were in Sweden for the whole of their compulsory school career, started in grade 1 in the autumn of 1970. The nine years which they spent in compulsory school, from 1970/71 to 1978/79, have seen great changes in the scale of supportive measures for immigrant pupils in school; see Figure 1:1.

Various supportive measures are organized for immigrant pupils, both in compulsory school and in upper secondary school. For example, supportive Swedish lessons (Swedish as a foreign language (AFL) lessons) are provided for those pupils who need them. Supportive teaching of this kind is provided both in compulsory schools and upper secondary schools (Chap 5, Section 37 of the Education Ordinance and NBE Regulations 1981:12:). Supportive Swedish lessons intended mainly for immigrant pupils are financed out of a special State grant. A special State grant is also paid towards study guidance in home languages and home language lessons for pupils with home languages other than Swedish. This instruction too is provided in both compulsory and upper secondary schools (Chap. 5, Section 10a and Chap. 8, Section 4 a, b of the Education Ordinance.)

Guidelines and methodological directions fot the teaching of immigrant children have existed since 1969 in the Compulsory school curriculum, partly in the form of a special curricular supplement (revised in 1973). The 1980 Compulsory School Curriculum (Lgr 80) includes a syllabus for Swedish as a foreign language (AFL).

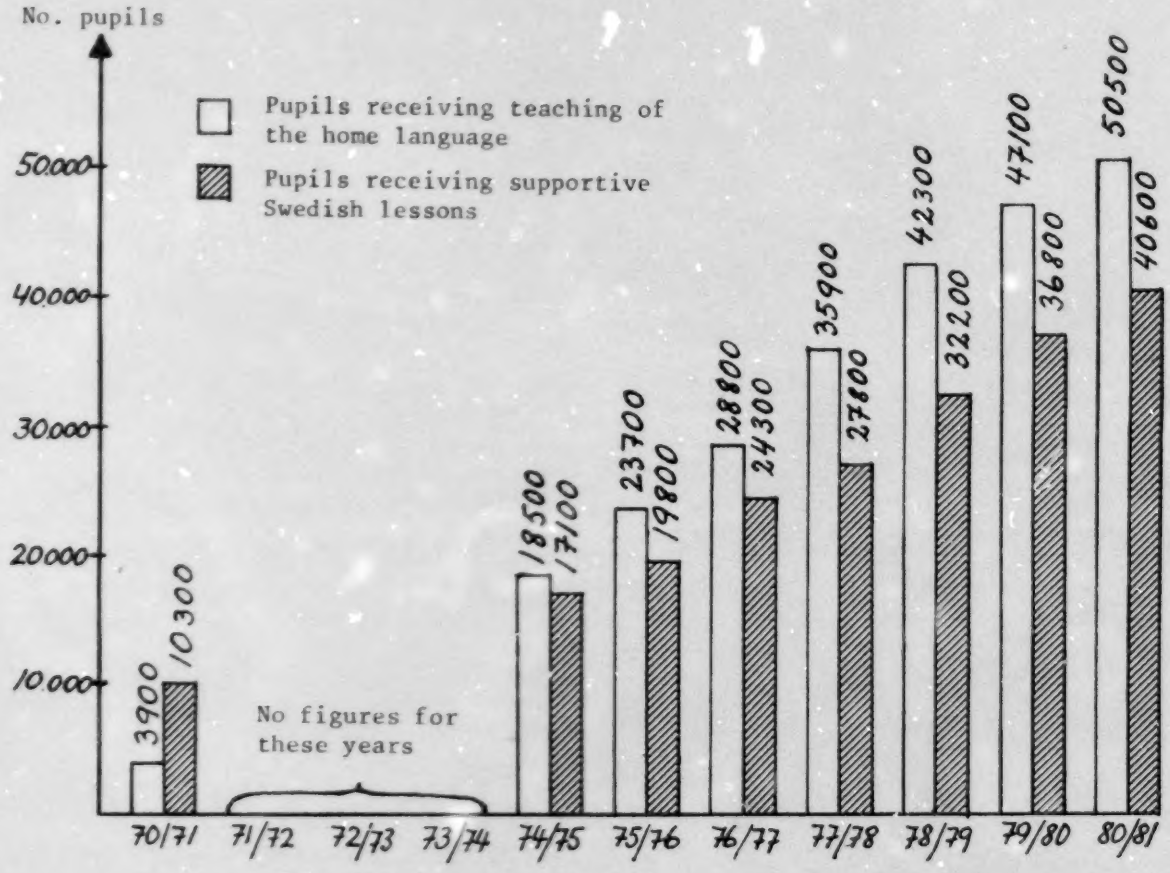
Rules have existed since 1966 concerning State grants towards home language instruction (= home language lessons + home language study guidance) and supportive Swedish lessons in compulsory schools. The system of State grants now in force dates from the 1977/78 school year. The reform introduced that year represented a somewhat more generous allocation than previously for home language instruction in compulsory schools and a new earmarked State grant for this type of instruction in upper secondary schools. The reform also made it possible for native Swedish minorities with home languages other than Swedish to take part in home language instruction, and at the same time it was made the duty of municipal authorities, with certain exceptions, to arrange home language instruction for those pupils requiring it. Home language instruction is voluntary where the pupils are concerned.

Figure 1:1 shows that the number of pupils receiving home language lessons and supportive Swedish lessons rose steeply between 1970/71 and 1980/81. The number of pupils receiving home language lessons is rising more rapidly than the number of pupils receiving supportive Swedish lessons.

Home language instruction (home language lessons + home language study guidance) and supportive Swedish lessons accounted for nearly 5% of all compulsory schoolteaching in 1980.

Table 1:2 illustrates changes in the volume of home language instruction and supportive Swedish lessons, expressed in periods per week (ppw), between the 1974/75 and 1980/81 school years. During this period, home language instruction more than tripled while supportive Swedish lessons more than doubled. Throughout the period the number of teacher ppw supportive Swedish lessons per pupil receiving such instruction was just over 1.3. The number of teacher ppw home language instruction per participating pupils rose slightly during the period and amounted to 1.26 in 1980/81.

Figure 1:1 No. compulsory school pupils receiving teaching of the home language and supportive Swedish lessons respectively, school years 1970/71 - 1980/81



Source: SCB Statistical Reports and special NBE information.

Table 1:2 No. teacher periods per week home language instruction and supportive Swedish lessons in compulsory schools, school years 1974/75-1980/81

	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81
Home language instruction	20 706	27 694	35 397	56 509	...(1)	60 032	66 182
Supportive Swedish lessons	22 689	29 263	38 180	39 047	43 463	46 927	53 460

(1) No figures available

Source: SCB Statistical Reports. Series U.

1.3 Purpose

The purpose of this report is to describe home language pupils' opinions of the following types of supportive teaching in compulsory schools: educational and vocational orientation (SYO) in the home language, home language instruction and supportive (auxiliary) Swedish lessons. An account will be given of the way in which these opinions vary with home language/background, Swedish proficiency, use of Swedish when talking to parents, residential standing in Sweden and occupation after compulsory school. The extent of participation in home language instruction and supportive Swedish lessons will also be dealt with. The aim is to provide documentation on which to base decisions concerning possible changes in the direction and scale of the above-mentioned supportive measures for immigrant pupils.

1.4 Structure, reliability etc. of the survey

These questions have been dealt with in Appendixes 2 and 3 of Interim Report 2.

We may mention, however, that the portion of the survey presented here is based on a questionnaire distributed to nearly all the 7 000 or so pupils with home languages other than Swedish who left compulsory school in the spring of 1979. Thus most of the home language pupils leaving compulsory school in 1979 received a questionnaire. The total number of home language pupils attending grade 9 in 1978/79 and included in the portion of the survey described here is 6 955 instead of 7 095, the reason being that pupils for whom national registration numbers were not available were excluded from the questionnaire survey.

Representatives of various immigrant organizations were invited beforehand to attend an information meeting about the purpose of this follow-up project. The organizations stated on this occasion that it was very important for the project to be carried out.

The data supplied in the questionnaire come under the Secrecy Act (SFS 1980:100). The SCB staff employed on the survey are the only persons allowed to see the individual replies, and they are bound to observe full discretion. The survey findings are presented in the form of tables from which it is impossible to elicit data concerning individuals.

Small differences in tables and figures should be interpreted cautiously, because the tabular data for pupils having Finnish and Swedish as their home languages have been estimated on the basis of the sample. There has also been an element of non-response, as a result of which individual replies from the drop-out survey can carry a great deal of weight. The reliability of the estimated percentages depends among other things on the number of processed answers representing the group to which a percentage refers (i.e. the denominator in the percentage calculation). Data based on less than about 40 replies have not been presented.

Data concerning year of immigration have been obtained from civil registration records. (See also Section 2.1 of Interim Report 3 for a closer description of the procedure.)

2 HOME LANGUAGE INSTRUCTION

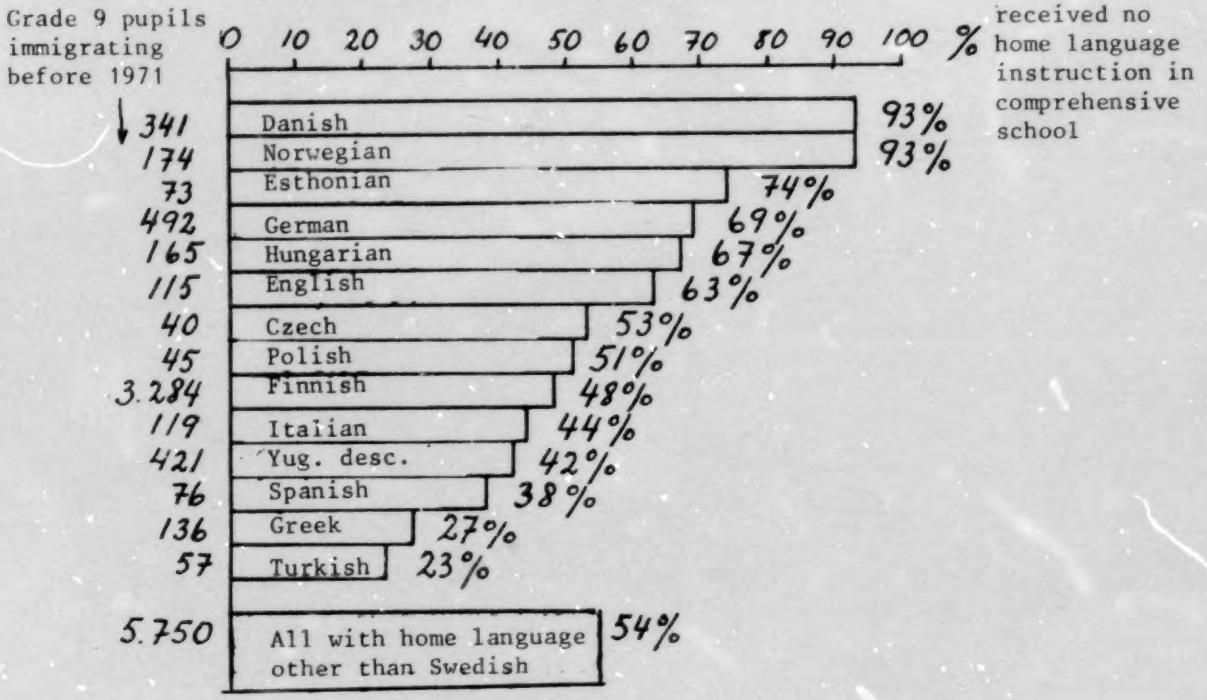
2.1 Comparison of home language pupils with various home languages/backgrounds

Have all home language pupils received home language instruction?

Figure 2.1:1 is based on question 20 of the questionnaire (Appendix 12). The quality of the answers probably depends on how well the pupils remember receiving home language instruction at the lower levels of compulsory school. A certain amount of home language instruction takes the form of study guidance in the pupil's home languages, and the other part takes the form of home language lessons. Question 20 read: "Were you taught by home language teachers at all in compulsory school?" The question was phrased in this way so as to include all instruction which can be termed home language instruction. There is a slight risk of some instruction given by home language teachers not having constituted home language instruction. In some cases, therefore, pupils may have received another kind of instruction from home language teachers.

Of grade 9 pupils in 1978/79 who immigrated in 1971 or earlier, pupils having Danish and Norwegian as their home languages include the largest proportion (93%) which did not receive any home language instruction at all in compulsory school. Only a small proportion of pupils having Greek and Turkish as their home languages (27% and 23% respectively) did not receive any home language instruction at all in compulsory school. Pupils with Finnish as their home language received somewhat more home language instruction in compulsory school than other pupils with non-Swedish home languages; see Figure 2.1:1.

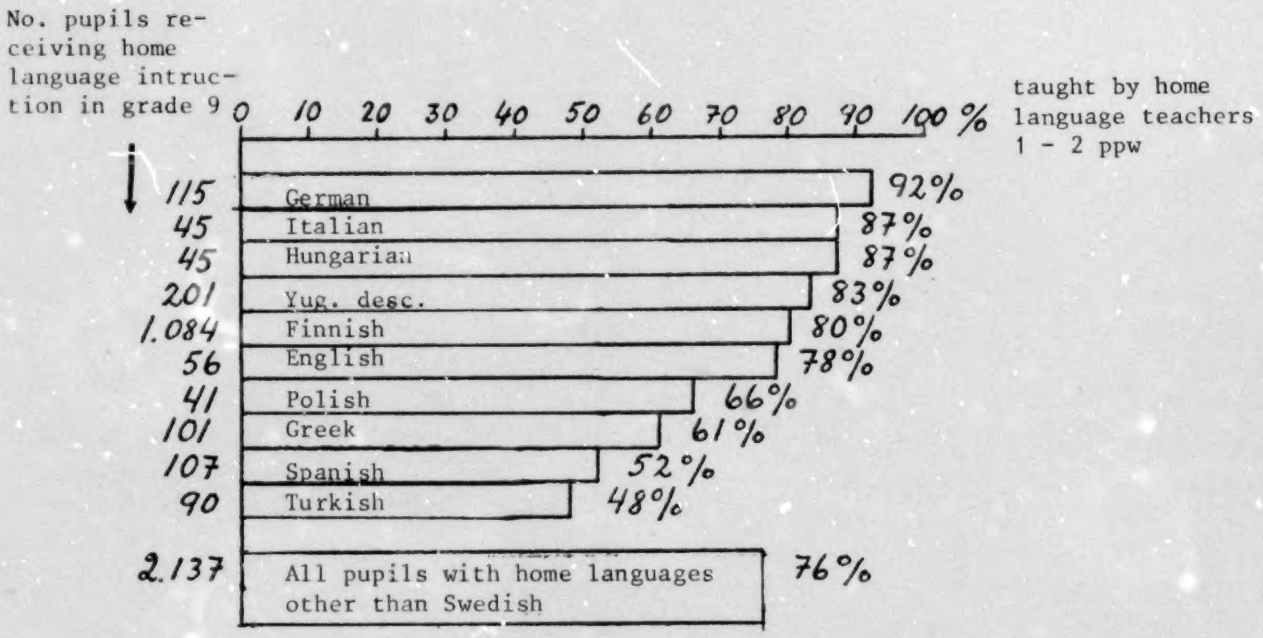
Figure 2.1:1 Pupils immigrating 1971 or earlier and in grade 9 in 1978/79. Proportion not receiving any instruction from home language teachers in compulsory school, by home language/background


Grade 9 pupils immigrating before 1971
0 10 20 30 40 50 60 70 80 90 100 %
received no home language instruction in comprehensive school
341 Danish 93%
174 Norwegian 93%
73 Esthonian 74%
492 German 69%
165 Hungarian 67%
115 English 63%
40 Czech 53%
45 Polish 51%
3.284 Finnish 48%
119 Italian 44%
421 Yug. desc. 42%
76 Spanish 38%
136 Greek 27%
57 Turkish 23%
5.750 All with home language other than Swedish 54%

How many home language lessons do the pupils receive every week?

According to Figure 2.1:2, most of the home language pupils receiving home language instruction in grade 9, except those having Turkish as their home language, received only one or two periods per week (ppw) home language instruction in grade 9. 76% of the group entitled "All pupils with home languages other than Swedish" received one or two ppw home language instruction.

Figure 2.1:2 Pupils taught by home language teachers in grade 9, 1978/79. Proportion given one or two lessons per week by home language teachers, by home language/background


No. pupils receiving home language intruction in grade 9
0 10 20 30 40 50 60 70 80 90 100 %
taught by home language teachers 1 - 2 ppw
115 German 92%
45 Italian 87%
45 Hungarian 87%
201 Yug. desc. 83%
1.084 Finnish 80%
56 English 78%
41 Polish 66%
101 Greek 61%
107 Spanish 52%
90 Turkish 48%
2.137 All pupils with home languages other than Swedish 76%

About half the Turkish-speaking and Greek-speaking pupils receiving home language instruction in grade 9 had had more than 2 ppw.

Home language study guidance presumably accounts for a large proportion of the teaching time given to pupils with more than 2 ppw home language instruction.

23% of English and German-speaking home language pupils and 20% of those with Italian as their home language had only 1 ppw home language instruction in grade 9.

14% of all pupils with home languages other than Swedish who received home language instruction in grade 9 had only 1 ppw home language instruction.

20% of the Turkish-speaking home language pupils had 6 or more ppw home language instruction; see Appendix 1.

Appendix 9 shows the numbers of pupils in various language groups reported by schools as receiving both home language instruction and supportive Swedish lessons in grade 9, and the numbers receiving home language instruction only.

At what levels has home language instruction been received?

9% of all pupils with home languages other than Swedish who immigrated before 1971 received home language instruction at all levels of compulsory school. 28% of the Turkish-speaking home language pupils who immigrated during the junior level years (grades 1 - 3) or before starting compulsory school received home language instruction throughout their compulsory schooling. 35% of all pupils immigrating in 1971 or previously

received home language instruction at senior level (grades 7 - 9).

Thus senior level is the level at which most of the pupils attending compulsory school between 1970/71 and 1978/79 received home language instruction. This may be due to the expansion of home language instruction between 1971 and 1979; cf. the retrospect in the introduction to this report. (Figure 1:1)

In which subjects is home language study guidance provived?

One of the purposes of question 21 in the questionnaire is to identify the subjects in which the pupils receive home language study guidance. The answers to question 21 are summarized in Table 2.1:3. It is presumed here that the pupils received home language study guidance in all subjects which, according to question 21, they had been taught or helped with by home language teachers. The terms "home language study guidance" and "home language lessons" have been avoided in question 21, due to the risk of the pupils being unfamiliar with them and unable to distinguish between them.

Table 2.1:3 Pupils taught by home language teachers in grade 9, 1978/79. Proportion taught various subjects by home language teachers, by home language/ background

Home language/ background	No. taught by home language teachers	whereof percentage taken by home language teachers for:					
		Home language %	Swedish %	Mathematics %	English %	Social subjects %	Science subjects %
English	56	64	18	11	29	13	7
Finnish	1 084	89	10	9	5	13	6
Greek	101	94	10	19	4	19	16
Italian	45	91	4	-	2	-	4
Yug. desc.	20:	93	6	5	2	14	4
Polish	41	95	15	17	-	20	10
Spanish	107	91	24	29	7	35	31
Turkish	90	93	36	48	10	46	39
German	115	97	3	1	-	2	1
Hungarian	45	91	4	2	-	7	4
All with home languages other than Swedish	2 137	90	12	12	6	15	10

According to Table 2.1:3 most of the pupils taught or helped by home language teachers in various subjects (90%) have received home language lessons. No less than 12% have received home language study guidance for Swedish.

Relatively few (6%) have received home language study guidance for English. A larger proportion of home languages pupils (15%) received home language study guidance in social subjects than in science subjects (10%).

Finnish-speaking home language pupils received rather less assistance in mathematics and science subjects than other home language groups.

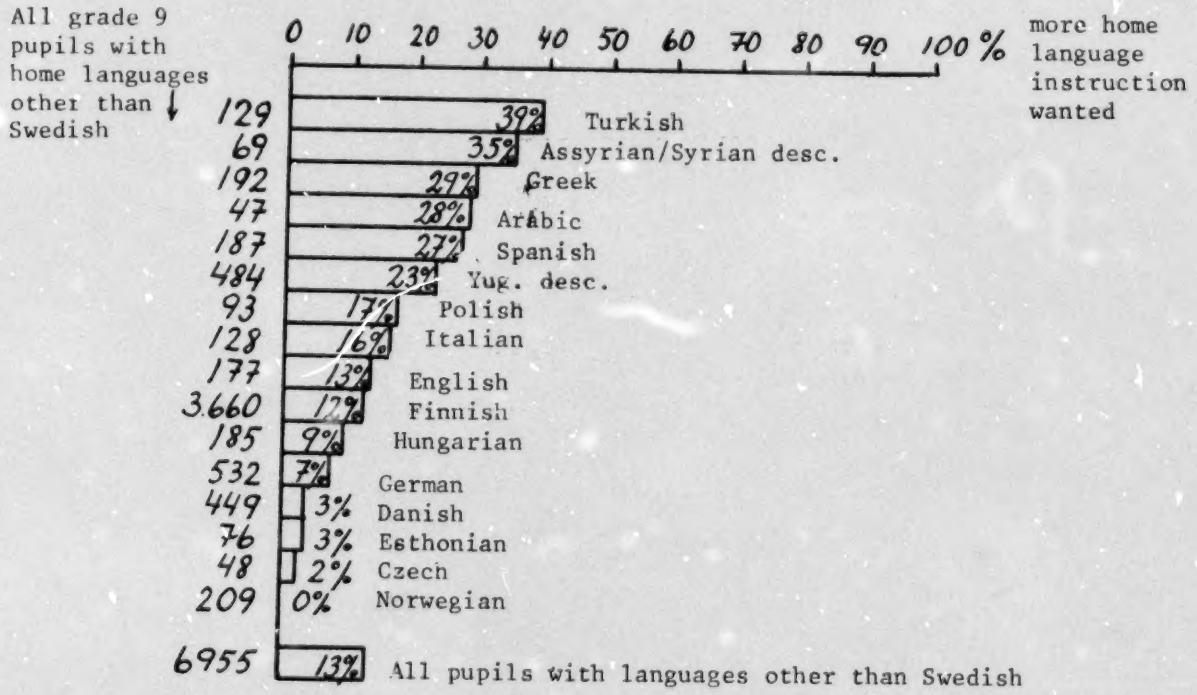
The questionnaire also shows that boys generally receive more home language study guidance than girls.

According to data supplied by schools, 2 561 persons received home language instruction in grade 9 in 1978/79. Only 2 137 pupils stated in reply to question 21 that they had been taught by home language teachers in grade 9. Thus there is a certain dropout in this survey, but it is relatively small.

Do the pupils want more home language instruction?

It is above all the Turkish-speaking, Assyrian/Syrian, Greek-speaking, Arabic-speaking and Spanish-speaking home language pupils who would have liked more home language instruction, while the Norwegian-speaking, Czech-speaking, Esthonian-speaking and Danish-speaking home language groups include only a very small proportion of pupils who would have liked more home language instruction. Thus it is above all the pupil groups already receiving a great deal of home language instruction that would have liked more; see Figure 2.1.4

Figure 2.1:4 Home language pupils in grade 9, 1978/79. Proportion who would have liked more home language instruction in compulsory school[1], by home language/background


All grade 9 pupils with home languages other than Swedish
0 10 20 30 40 50 60 70 80 90 100 %
more home language instruction wanted
129 39% Turkish
69 35% Assyrian/Syrian desc.
192 29% Greek
47 28% Arabic
187 27% Spanish
484 23% Yug. desc.
93 17% Polish
128 16% Italian
177 13% English
3.660 12% Finnish
185 9% Hungarian
532 7% German
449 3% Danish
76 3% Esthonian
48 2% Czech
209 0% Norwegian
6955 13% All pupils with languages other than Swedish

[1] Question only put to those who had been taught by home language teachers in compulsory school.

Only the pupils who had received home language instruction were asked whether they would have liked more, and so there are a number of pupils who did not receive home language instruction but perhaps would have liked to in compulsory school.

At least 13% of all pupils with home languages other than Swedish wanted more home language instruction.

What do the young persons think of home language instruction?

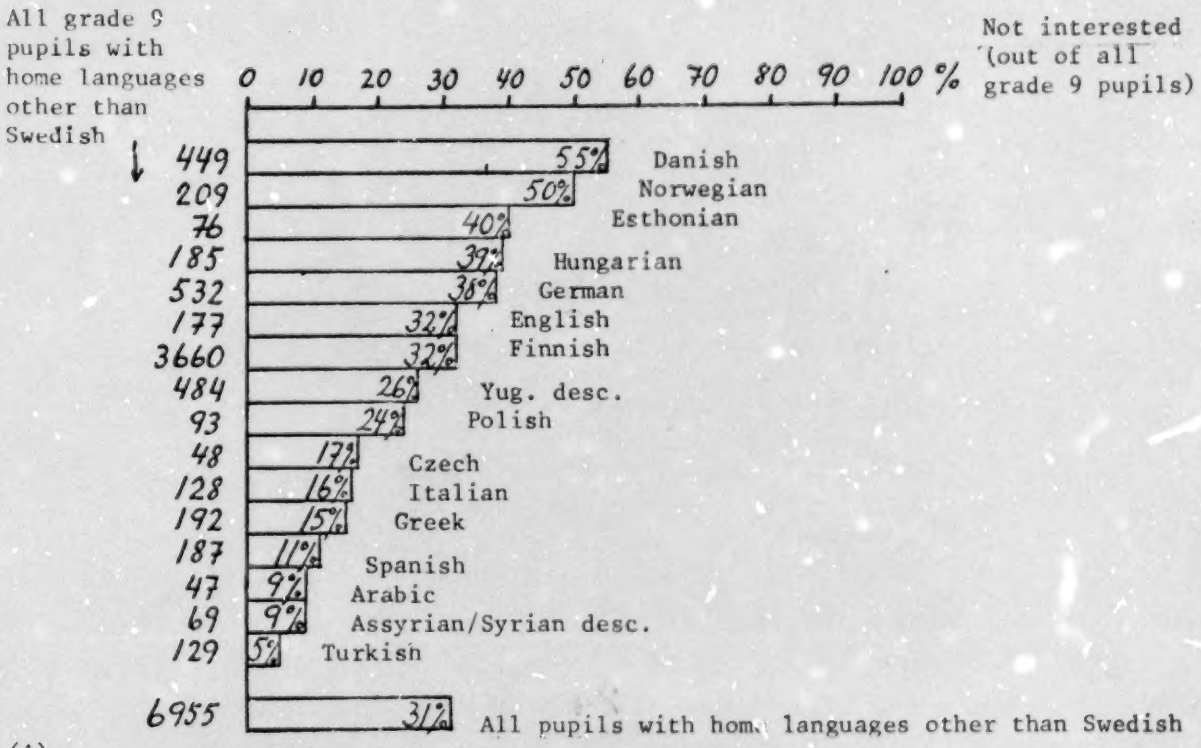
There are no clear differences between language groups as regards opinions of home language instruction. 68% of all pupils with home languages other than Swedish who had received home language instruction thought well of it. Thus most of the participants feel that home language instruction is a good thing.

37% of all pupils with home languages other than Swedish who had received home language instruction disliked having to miss other lessons because of it; see Appendix 2.

Reasons for not attending home language lessons

At least 31% of the pupils with home languages other than Swedish who were in grade 9 in 1978/79 stated that they were not interested in home language instruction.

Figure 2.1:5 Home language pupils in grade 9, 1978/79. Proportion stating that they are not interested in home language instruction (1), by home language/ background


All grade 9 pupils with home languages other than Swedish
Not interested (out of all grade 9 pupils)
0 10 20 30 40 50 60 70 80 90 100 %
449 55% Danish
209 50% Norwegian
76 40% Esthonian
185 39% Hungarian
532 38% German
177 32% English
3660 32% Finnish
484 26% Yug. desc.
93 24% Polish
48 17% Czech
128 16% Italian
192 15% Greek
187 11% Spanish
47 9% Arabic
69 9% Assyrian/Syrian desc.
129 5% Turkish
6955 31% All pupils with hom. languages other than Swedish

(1) Question only put to those who had not been taught by home language teachers in compulsory school

The reason why the proportion not interested in home language instruction can exceed 31% is that there are pupils who received home language instruction at lower levels but did not continue with it throughout their compulsory school career or did not receive it in grade 9. These last-mentioned pupils did not answer the question concerning their reason for not participating; see question 24 in the questionnaire. After all, they have shown a certain amount of interest by previously taking part in voluntary home language instruction.

The Danish-speaking and Norwegian-speaking groups include the largest proportions of home language pupils who are not interested in home language instruction. The smallest proportions of uninterested pupils are found in the Turkish-speaking, Assyrian/Syrian, Arabic-speaking and Spanish-speaking groups.

The commonest reason for pupils with home languages other than Swedish not receiving home language instruction was that they spoke Swedish at home with one of their parents. This reason was given by 72% of the pupils with home languages other than Swedish who did not receive home language instruction. The reason given by 7% of all home language pupils not receiving home language instruction was that this instruction could not be arranged. This reason was uncommon among the Finnish-speaking home language pupils, being given by only 2% of them. One finds that 35% of the home language pupils who had not received home language instruction were not expressly uninterested in home language lessons; see Appendix 3.

2.2 Comparison of pupils with various Swedish proficiency ratings

How many lessons per week?

The pupils may have had certain difficulties in answering question 22 concerning the number of periods per week (ppw) taken by home language teachers, since home language study guidance periods are particularly liable to vary from one week to another.

Pupils with home languages other than Swedish who were taught by home language teachers in grade 9 received 2 ppw on average. The number of periods taken by home language teachers is also related to Swedish proficiency. Thus pupils with a high Swedish proficiency rating (F) received few ppw while pupils with proficiency ratings A - D include a larger proportion receiving 6 or more ppw home language instruction; see Table 2.2:1.

Table 2.2:1 Pupils taught by home language teachers in grade 9, 1978/79. Periods per week language teachers, by Swedish language proficiency ratings

Swedish proficiency	Percentage pupils receiving following periods per week						Total	
	1	2	3	4	5	6 or more	%	No.
A - D	5	47	12	14	5	17	100	584
E	10	66	12	8	1	3	100	443
F	20	69	6	5	1	1	100	1 111

The questionnaire shows that 72% of home language pupils with 1 ppw home language instruction were satisfied with this instruction, as compared with 84% of home language pupils with more than 2 ppw.

How do pupils feel about missing other lessons for home language instruction?

In the group comprising all pupils with home languages other than Swedish, 41% of those with 1 ppw home language instruction disliked having to miss other lessons for this purpose. The percentage then fell slightly to 37% of home language pupils with 2 ppw home language instruction. The smallest percentage answering that they disliked missing other lessons (30%) occurred among home language pupils with more than 2 ppw home language instruction.

This tendency is clean contrary to what one might expect, namely that pupils with many ppw home language instruction would reply that they disliked having to miss other lessons.

Among pupils with a poor command of Swedish too (A - D), those with 1 ppw home language instruction disliked missing other lessons more than those with 2 or more ppw.

Home language study guidance: which subjects?

The proportion of pupils with A - D Swedish proficiency ratings receiving home language study guidance in grade 9 varies between 15% (English) and 34% (social subjects). The proportion of pupils with Swedish proficiency ratings E - F receiving home language study guidance in grade 9 varies from 3% for English and 8% for social subjects; see also Table 2.1:3.

Which pupils want more home language instruction?

The home language pupils' opinions of home language instruction varied according to their knowledge of Swedish. The home language pupils with the poorest knowledge of Swedish tended more

than those with a better knowledge of Swedish to be satisfied with home language instruction. The same applies concerning pupils' desire for more home language instruction. Those with a poorer knowledge of Swedish tended more often to want more home language instruction.

Table 2.2:2 Grade 9 pupils in 1978/79 taught by home language teachers in compulsory school. Proportions giving various answers concerning their opinions of home language instruction, by Swedish language proficiency ratings

Swedish proficiency	No. receiving home language instruction in elementary school	Whereof percentages expressing the following opinions of home language instruction		
		I was satisfied with home language instruction	I didn't like missing other lessons for home language instruction	I would have liked more home language instruction
		%	%	%
A - D	825	78	30	39
E	754	70	37	27
F	1 865	63	40	21
All pupils with home languages other than Swedish	3 445	68	37	27

On the other hand the pupils with the best knowledge of Swedish (F) tended more often than those with a poorer knowledge of Swedish (A - D) to state that they disliked having to miss other lessons for home language instruction; see Table 2.2:2.

Among the pupils receiving home language instruction at senior level, 81% of those with a poor knowledge of Swedish (A - D) were satisfied with home language instruction. The corresponding figure for the members of this group not receiving home language instruction at senior level was 40%. Few of the latter (15%) would have liked more home language instruction, while the corresponding figure for those who had received home language instruction at senior level was 41%.

Thus home language instruction is most popular among those who have received a great deal of it and who have a poor knowledge of Swedish.

Out of the small number of pupils (300 approx.) with Swedish proficiency ratings A - D who did not receive home language instruction in compulsory school, 10 and 15% respectively did

not participate because they were unaware that they were entitled to home language instruction or that home language instruction could be arranged.

How have the pupils not receiving home language instruction got on?

Some of the pupils who immigrated during the junior level years or earlier or were born in Sweden received home language instruction at all levels, while others received none at all. The proportion of post-compulsory students, however, does not differ between those not receiving any home language instruction and those receiving this instruction at all levels. Nor, in the case of those who have had difficulty with Swedish and who immigrated during the junior level years or earlier, is there any difference of study frequency between those who did not receive any home language instruction and those who received this instruction at all levels.

Some of the pupils who immigrated in 1971 or earlier (i.e. by grade 2 at junior level) received home language instruction (home language study guidance or home language lessons) at all levels of compulsory school. The Swedish proficiency of these pupils in grade 9 (1978/79) is judged somewhat inferior to that of other pupils who immigrated in 1971 or earlier.

2.3 Comparison of pupils speaking various amounts of Swedish with their parents

How many of those who speak Swedish at home have received home language instruction?

Nearly half the pupils who immigrated in 1971 or previously always speak Swedish with one of their parents. 23% of the pupils in this group received home language instruction at some time or other in compulsory school. 2% of those who always speak Swedish to one parent received home language instruction throughout compulsory school. Of those who never speak Swedish to either parent, 76% received home language instruction at some time or other in compulsory school, and 22% of these received home language instruction throughout compulsory school.

Those who always speak Swedish with one parent comprise 11% of all those who received home language instruction at some time or other.

Table 2.3:1 Pupils who immigrated in 1971 or earlier and attending grade 9 in 1978/79. Proportion taught by home language teachers in compulsory school at any time, by amounts of Swedish spoken with parents

Replies to the question: Do you speak Swedish with one of your parents?	No. immigrating in 1971 or earlier	Whereof No. receiving home language instruction in compulsory school
Yes, always	2 686	23%
Yes, often or not very often	2 045	61%
No, never	997	76%

23% of the pupils with good Swedish proficiency (F) who always speak Swedish with one parent received home language instruction at some level of compulsory school. The corresponding figure for those with a good knowledge of Swedish who speak Swedish with one parent often, not very often or never is 63%.

Table 2.3:2 Grade 9 home language pupils in 1978/79 with a good command of Swedish(1). Proportion taught by home language teachers in compulsory school, by amount of Swedish spoken with parents

	Always speak Swedish with one parent		Speak Swedish with one parent often, not very often or never	
	No. in grade 9 1978/79	Whereof percentage receiving home language instruction in compulsory school	No. in grade 9, 1978/79(1)	Where of percentage receiving home language instruction in compulsory school
Pupils with home languages other than Swedish and with Swedish proficiency rating F	2 220	23%	1 927	63%

(1) N.B. Only pupils who immigrated in 1970 or previously are included

How much home language instruction has been received by those who talk a lot of Swedish at home?

According to Table 2.3:3, 24% of pupils who always speak Swedish with one parent received only one ppw home language instruction in grade 9, while 61% of those who always speak Swedish with one parent received 2 ppw.

Table 2.3:3 Pupils taught by home language teachers in grade 9 in 1978/79. Periods per week (ppw) taken by home language teachers, by amount of Swedish spoken with parents

Replies to the question: Do you speak Swedish with one of your parents?	Percentages of pupils having the following ppw:						Total	
	1	2	3	4	5	6 or more	%	No.
Yes, always	24	61	7	6	1	1	100	411
Yes, often	17	64	7	6	1	5	100	356
Not very often	12	67	7	8	2	4	100	564
No, never	8	59	11	10	3	10	100	800

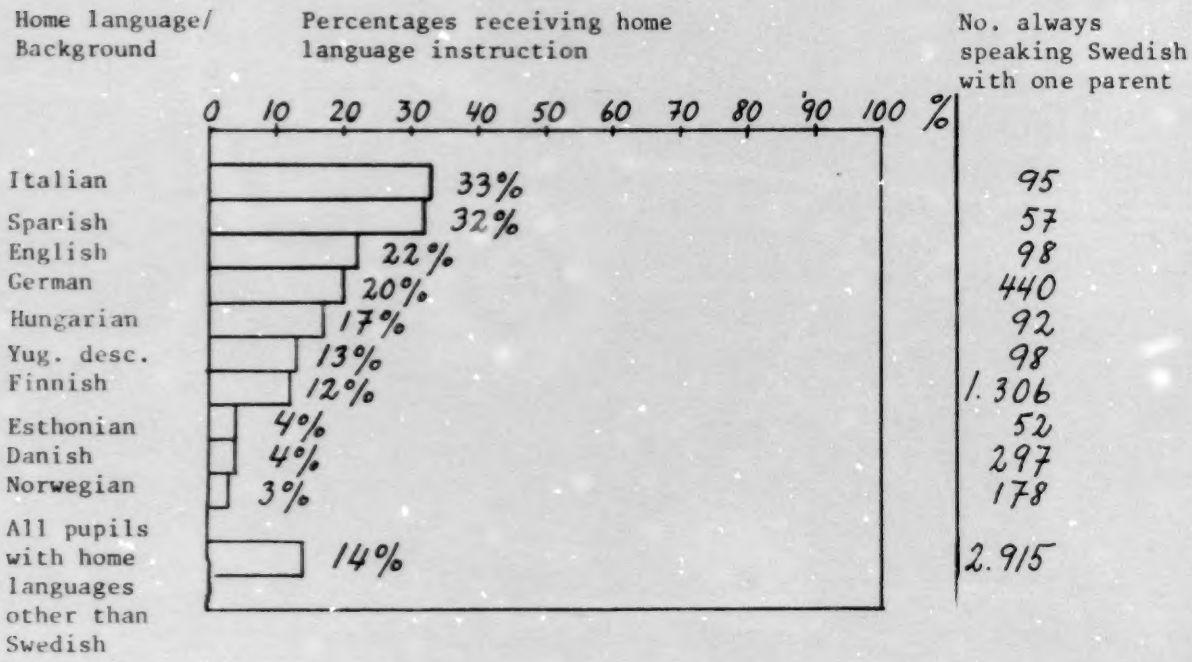
Pupils who seldom or never speak Swedish with one of their parents received more ppw home language instruction in grade 9 than those who always speak Swedish with one part. 10% of those who never speak Swedish with either parent at home received 6 ppw or more.

Since the final alternative is 6 ppw or more, it has not been possible to calculate the average numbers of ppw in grade 9 for each group as classified here according to language habits at home. The average number of ppw, however, must be at least 2.0 ppw for the group who always speak Swedish with their parents, at least 2.3 ppw for those who often speak Swedish at home, at least 2.3 for those who do not speak Swedish at home very often and, finally, at least 2.7 ppw for those who never speak Swedish at home.

Among those who speak a lot of Swedish at home, which language groups receive home language instruction?

Of the home language groups which always speak Swedish with one parent, it is above all the Italian-speaking, Spanish-speaking and to some extent the English-speaking and German-speaking groups which have received a great deal of home language instruction in grade 9; see Figure 2.3:4.

Figure 2.3:4 Grade 9 home language pupils in 1978/79 always speaking Swedish with one parent. Proportion taught by home language teachers in grade 9, by home language/background



The Italian-speaking and Spaning-speaking home language pupils tend even more than others to have received home language instruction at some time during their compulsory schooling. For example, 53% of those having Spanish as their home language and always speaking Swedish with one parent received home language instruction at some time during their compulsory schooling; see Appendix 5.

The Esthonian-speaking, Danish-speaking and Norwegian-speaking home language groups which always speak Swedish at home have received little home language instruction; See Figure 2.3:4 and Appendix 5.

3 SUPPORTIVE (AUXILIARY) SWEDISH LESSONS

3.1 Comparison of pupils with various home languages/ backgrounds

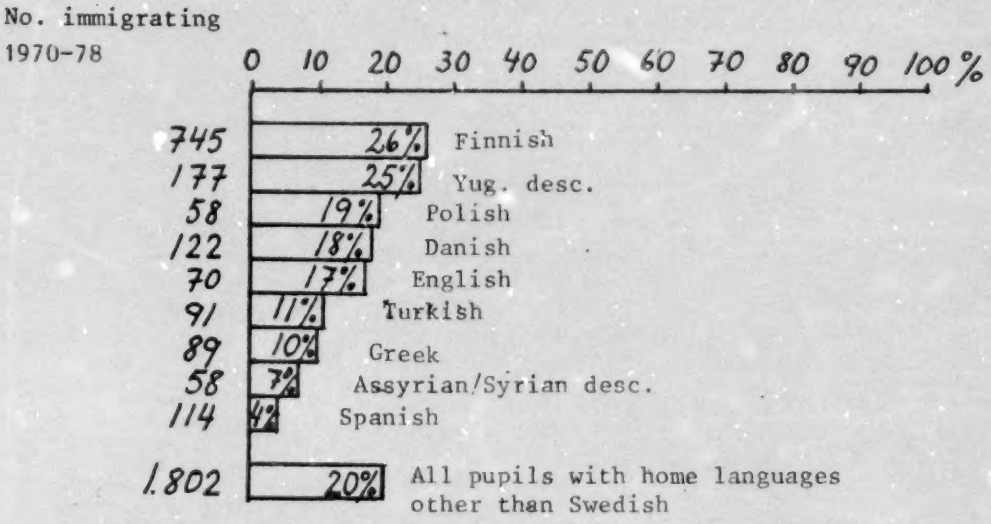
Figure 3.1:1 is based on question 19a in the questionnaire. The quality of the answers depends partly on how well the pupils remember receiving supportive Swedish lessons at the lower levels of compulsory school and on how well they realize that certain lessons were intended to be supportive Swedish lessons. Thus the number who actually received supportive Swedish lessons may be be slightly larger than the tables and figures suggest.

About 3% of those who replied to the questionnaire did not answer guestion 19a. An estimated 10% of those replying to question 19a that they received supportive Swedish lessons did not state the school level at which they did so.

Which pupils did not receive supportive Swedish lessons?

Figure 3.1:1 shows the percentages of those immigrating while of compulsory school age (1970-78) who replied that they had not received any supportive Swedish lessons at all in compulsory school. The proportion not receiving supportive Swedish lessons is largest in those groups where the majority (of those immigrating 1970-78) immigrated during the junior level years (1970-72). This applies to the Finnish-speaking and Yugoslav groups. Supportive Swedish teaching was not as extensive between 1970 and 1972 as it is today; see Figure 1:1. Thus the pupils who immigrated between 1970 and 1972 did not have the same opportunities of supportive Swedish lessons as junior level pupils today who immigrated recently. The absence of support during junior level has evidently not been made good subsequently. Appendix 7 gives immigration dates of various groups of home language pupils in grade 9 in the 1978/79 school year.

Figure 3.1:1 Grade 9 pupils in 1978/79 who immigrated 1970-78. Proportion not receiving supportive Swedish lessons in compulsory school, by home language/background

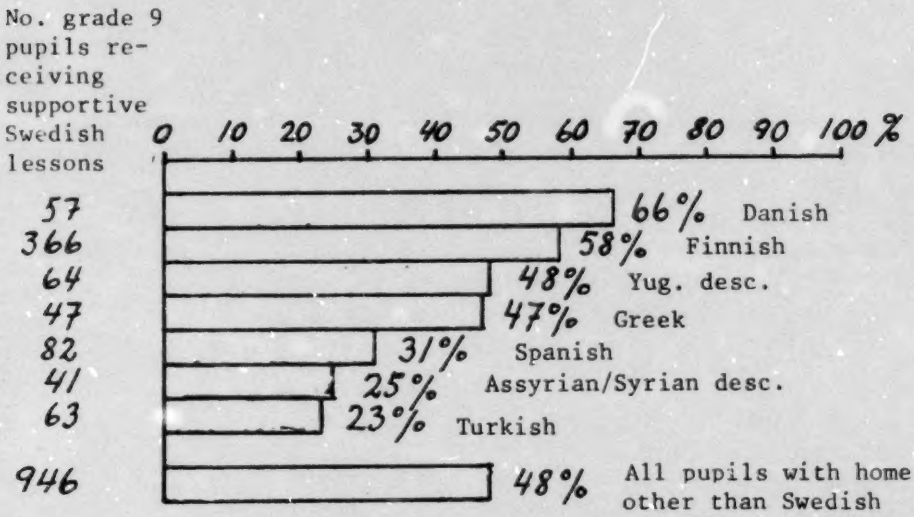

No. immigrating 1970-78
0 10 20 30 40 50 60 70 80 90 100 %
745 26% Finnish
177 25% Yug. desc.
58 19% Polish
122 18% Danish
70 17% English
91 11% Turkish
89 10% Greek
58 7% Assyrian/Syrian desc.
114 4% Spanish
1.802 20% All pupils with home languages other than Swedish

More than 90% of the Spanish-speaking and Assyrian/Syrian pupils received supportive Swedish lessons in compulsory school. Most of the pupils in these groups immigrated during the senior level years.

How many supportive Swedish lessons per week?

According to data supplied by schools, about 1 500 grade 9 pupils received supportive Swedish lessons in week 45 of 1978. The number of pupils receiving this instruction, however, varies quite considerably from week to week. The non-response to this question is probably quite heavy in any case, since only 946 of the participants replied. Weekly variations of the number of lessons have made it difficult for the pupils to answer question 19c in the questionnaire.

Figure 3.1:2 Grade 9 pupils 1978/79 receiving supportive Swedish lessons. Proportion receiving fewer than two supportive Swedish lessons per week, by home language/background



Roughly the same picture emerges from Figure 3.1:2 (and App. 6) as from Figures 3.1:1. The Finnish-speaking and Yugoslav groups who immigrated early and received supportive Swedish lessons tend on average to have fewer ppw supportive Swedish in grade 9 than the Spanish-speaking and Assyrian/Syrian groups who immigrated late. Moreover, the percentage of early immigrant groups receiving any supportive Swedish lessons at all in grade 9 is a great deal smaller than the corresponding percentage of late immigrant groups (approximately 10 and 50% respectively). The data in Figure 3.1:2 are based on the pupils' replies to question 19c in the questionnaire.

Which pupils feel that they received too litte supportive Swedish teaching?

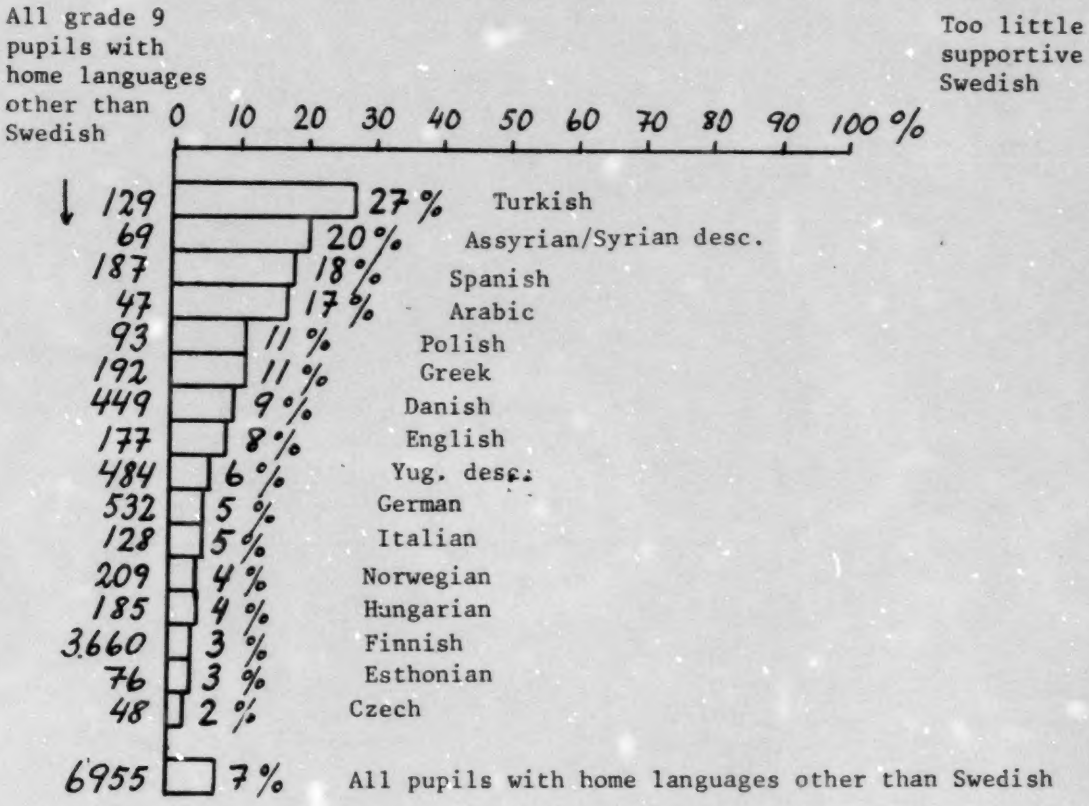
Figure 3.1:3 shows the percentages of grade 9 home language pupils feeling that they received less supportive Swedish teaching in compulsory school than they needed; see question 19b in the questionnaire. It should be noted that the proportion of all grade 9 pupils feeling that they received too little supportive Swedish teaching is really somewhat higher than

Figure 3.1:3 indicates, because this figure does not include those who received no supportive Swedish teaching at all and at the same time feel that they received too little teaching of this kind. This group, however, is only a small one.

The great majority (more than 90%) of grade 9 pupils with home anguages other than Swedish feel that they received sufficient supportive Swedish teaching in compulsory school. A majority in all sub-groups, irrespective of home language, feel that they received sufficient supportive Swedish teaching.

The percentage feeling that they did not receive sufficient supportive Swedish teaching is particularly small in those groups, (e.g. the Finnish-speaking and Yugoslav groups) where the majority immigrated during the junior level years or earlier; see Appendix 7. These groups include a relatively large number who never received supportive Swedish lessons in compulsory school; see Figure 3.1:1. The members of these groups receiving supportive Swedish lessons in grade 9 also have relatively fewer ppw supportive Swedish; see Figure 3.1:2.

Figure 3.1:3 Grade 9 home language pupils in 1978/79. Proportion stating that they received less supportive Swedish teaching than they needed in compulsory school, by home language/background


All grade 9 pupils with home languages other than Swedish
Too little supportive Swedish
0 10 20 30 40 50 60 70 80 90 100 %
129 27 % Turkish
69 20 % Assyrian/Syrian desc.
187 18 % Spanish
47 17 % Arabic
93 11 % Polish
192 11 % Greek
449 9 % Danish
177 8 % English
484 6 % Yug. desc.
532 5 % German
128 5 % Italian
209 4 % Norwegian
185 4 % Hungarian
3660 3 % Finnish
76 3 % Esthonian
48 2 % Czech
6955 7 % All pupils with home languages other than Swedish

Every fourth or fifth pupil in the Turkish-speaking, Assyrian/Syrian and Spanish-speaking groups is dissatisfied with supportive Swedish in compulsory school. As can be seen from Figures 3.1:1 and 3.1:2, many of these relatively late immigrants received quite intensive supportive Swedish teaching during their compulsory schooling. Pupils from relatively early immigrant groups such as the Finnish-speaking and Yugoslav groups are evidently more satisfied with supportive teaching in compulsory school, even though they received less of this instruction than the relatively late immigrants in the Turkish-speaking, Assyrian/Syrian and Spanish-speaking groups.

The teachers, like the pupils themselves, felt that the Turkish-speaking, Assyrian/Syrian and Spanish-speaking groups in grade 9 needed a great deal more supportive teaching than other groups. Thus pupils and teachers can to some extent be said to agree that the Turkish-speaking, Assyrian/Syrian and Spanish-speaking pupils could have done with more supportive teaching during their compulsory schooling if the aim is for them to speak good Swedish by the time they leave compulsory school.

3.2 Comparison of pupils with various Swedish proficiency ratings

Which pupils did not receive supportive Swedish teaching?

Table 3.2:1 shows that the number of pupils who have never had supportive Swedish lessons in compulsory school is far greater among those who in grade 9 speak Swedish like average Swedish pupils (proficiency ratings E - F) than among those whose Swedish is not so good (A - D). Table 3.2:1 refers solely to pupils immigrating during the compulsory school years, i.e. 1970-78.

Table 3.2:1 Grade 9 pupils in 1978/79 who immigrated 1970-78. Proportion receiving various amounts of supportive Swedish teaching while in Sweden, by Swedish language proficiency ratings

Swedish proficiency	No. immigrating 1970-78	Whereof percentage	
		receiving supportive Swedish at all levels	receiving no supportive Swedish
A - D	747	53%	8%
E	321	25%	21%
F	433	7%	33%

Most of the pupils with proficiency ratings E - F in Table 3.2:1 immigrated between 1970 and 1972 (see App. 8) when, as we have seen, supportive Swedish teaching was less

extensive than it was to become later; see Figure 1:1. Most of the pupils with Swedish proficiency ratings A - D immigrated in 1976-77, by which time supportive Swedish teaching was being extensively provided; see Appendix 8.

How many supportive Swedish lessons for those who are bad at Swedish?

Table 3.2:2 shows that, of the pupils receiving supportive Swedish lessons in grade 9, those with a poor knowledge of Swedish (A - D) tend on average to receive far more periods per week (ppw) than those with Swedish proficiency ratings E - F. At an estimate, pupils with proficiency ratings A - D receive on average more than 4 ppw. Pupils with proficiency ratings E - F who receive supportive Swedish lessons average 2.3 ppw in grade 9. Curiously, some pupils with a poor knowledge of Swedish receive only 1 ppw supportive Swedish.

Table 3.2:2 Pupils receiving supportive Swedish teaching in grade 9. No. supportive Swedish lessons per week in grade 9, by Swedish language proficiency ratings

Swedish proficiency	Percentages of pupils with following nos. periods per week						Total	
	1	2	3	4	5	6 or more	%	No.
A - B	2	10	6	13	22	48	100	103
C - D	11	25	20	18	8	19	100	466
E - F	27	46	12	10	4	2	100	377
All pupils with home languages other than Swedish	16	32	15	14	8	15	100	946

Appendix 10 shows the numbers of pupils with various Swedish proficiency ratings who, according to reports by schools in grade 9, were receiving both supportive Swedish lessons and home language instruction or supportive Swedish lessons only.

Do those with a poor knowledge of Swedish feel that they have received too little supportive Swedish teaching?

In some case the proportion of pupils feeling that they have received too little supportive Swedish teaching is larger than Table 3.2:3 suggests. The reasons for this have been stated in connection with Figure 3.1:3. Most grade 9 home language pupils feel that they received sufficient supportive Swedish teaching in compulsory school. As can be seen from Table 3.2:3,

this also applies to recently immigrated pupils (see App. 8) whose Swedish proficiency ratings are as low as A - B. However, quite a large number of pupils with proficiency ratings A - B and C - D feel that they received too litte supportive Swedish teaching in compulsory school.

Paradoxically enough, where pupils with proficiency ratings A - D are concerned, the proportion feeling that they received too little supportive Swedish teaching is larger in grade 9 among those who received supportive Swedish lessons at all levels than among those who did not receive the same amount of supportive Swedish.

According to the teachers, all pupils with proficiency ratings A - D will also need supportive Swedish teaching in the future. Many, but not all, of the pupils with proficiency ratings A - D feel, according to Table 3.2:3, that they will need further supportive Swedish teaching in future.

While on this subject we may note that there is no great difference between boys and girls as regards the proportion feeling that they received too litte supportive Swedish teaching in compulsory school.

Table 3.2:3 Grade 9 home language pupils, 1978/79. Proportion feeling that they received too litte supportive Swedish teaching, by Swedish language proficiency ratings

Swedish proficiency	No. in grade 9	Whereof proportion feeling that they received too little supportive Swedish
A - B	163	32%
C - D	996	17%
Total, A - D	1 159	20%
E	1 292	9%
F	4 506	3%
Total, E - F	5 798	4%

3.3 Comparison of pupils with different years of immigration

Do those who immigrated early feel that they received too little supportive Swedish teaching?

Tables 3.3:1 and 3.3:2 shows that relatively few (9 - 16%) of those who immigrated during the junior or intermediate level

years feel that they received too little supportive Swedish teaching. The number feeling that they received too little instruction of this kind, however, is larger among those who immigrated during the intermediate level years (1973-75) than among those who immigrated earlier.

Table 3.3:1 Grade 9 pupils in 1978/79 who immigrated 1970-72. Participation in supportive Swedish teaching and opinions concerning them

	No supportive Swedish	Supportive Swedish at			Total (1)
		low and/or intermediate level	all levels	senior level and, possibly, intermediate level	
No. immigrating 1970-72	238	406	73	93	810
whereof percentages feeling they received too little supportive Swedish	6%	8%	15%	17%	9%

(1) The table does not include those who did not answer question 19a or who answered but omitted to specify school levels

Table 3.3:2 Grade 9 pupils in 1978/79 who immigrated 1973-75. Parficipation in supportive Swedish teaching and opinions concerning the same

	No supportive Swedish	Supportive Swedish at			Total (1)
		intermediate level	intermediate and senior levels	senior level only	
No. immigrating 1973-75	73	130	121	86	420
whereof percentages feeling they received too little supportive Swedish	8%	11%	22%	26%	16%

(1) The table does not include those who did not answer question 19a or who answered but omitted to specify school levels

On dividing the pupils up according to the amount of supportive Swedish they received in compulsory school, one finds that two out of every three pupils who immigrated between 1970 and 1975 received supportive Swedish at junior or intermediate level only, if at all. The great majority of these pupils do not feel that they received too little supportive Swedish, and relatively few of them are felt by their teachers in grade 9 to be in need of this type of instruction.

Thus of those who immigrated during the junior and intermediate level years, it is not those who received least supportive Swedish who tend most often to feel that they received too little support. Instead it is those who received supportive Swedish throughout compulsory school or at the end of their compulsory schooling who feel to some extent that they received too little; see Tables 3.3:1 and 3.3:2. These latter pupils are also considered by their teachers in grade 9 to need supportive Swedish teaching more than others.

3.4 Comparison of pupils receiving different amounts of supportive Swedish teaching

The figures in Table 3.4:1 are based on the pupils' replies to question 19a in the questionnaire. It should be noted that about 10% of those stating that they received supportive Swedish teaching in compulsory school did not specify the levels at which these lessons were given.

The figures in Table 3.4:1 refer only to those who immigrated during the junior level years, i.e. 1970-72.

How have those pupils who received a great deal of supportive Swedish teaching got on?

Roughly one-tenth of the pupils who immigrated during the junior level years received supportive Swedish teaching throughout compulsory school. This group's command of Swedish in grade 9 has on average been judged inferior to that of other grade 9 pupils, and so we have a small group of pupils who in grade 9 are still considered to need a great deal of supportive Swedish even though they received instruction of this kind at all levels of compulsory school.

At the same time we can note that there is a group (one-third of all those who immigrated during the junior level years) needing only a limited amount of supportive Swedish in grade 9 although they have received no such instruction at all in compulsory school.

Table 3.4:1 Grade 9 pupils in 1978/79 who immigrated 1970-72. By amount of supportive Swedish teaching in compulsory school and Swedish language proficiency rating in 1979

	Swedish proficiency, grade 9			Total	
	A - D %	E %	F %	%	No. in grade 9
No supportive Swedish in compulsory school	11	27	63	100	238
Supportive Swedish at junior and/or intermediate levels but not at senior level	10	25	66	100	285
Supportive Swedish at senior level and/or intermediate level, but not at junior level(1)	(28)	(32)	(39)	100	(150)
Supportive Swedish at all levels	33	38	27	100	73

(1) Estimated numbers

Table 3.4:2 Grade 9 pupils in 1978/79 who immigrated 1970-72. By amount of supportive Swedish teaching received in compulsory school and occupations spring 1980

	No. in grade 9	Whereof proportion studying spring 1980
No supportive Swedish in compulsory school	238	74%
Supportive Swedish at junior and/or intermediate levels but not at senior level	285	75%
Supportive Swedish at senior and/or intermediate levels, but not at junior level(1)	(150)	(69%)
Supportive Swedish at all levels	73	52%

(1) Estimated numbers

If home language pupils have received supportive Swedish lessons, this may indicate that schools have observed their problems. Do pupils having difficulties with Swedish and receiving supportive Swedish lessons receive enough help to find an upper secondary study route which suites them and to which they can gain admission? Table 3.4:2 shows that of those who immigrated during the junior level years (1970-72), pupils who received supportive Swedish at all levels of compulsory school are less likely to be studying one year after leaving compulsory school than others in this group (including those who received no supportive Swedish at all during their compulsory schooling). Table 3.4:1 shows that those receiving supportive Swedish throughout compulsory school are to a great extent pupils who still have difficulty with Swedish in grade 9.

Perhaps those receiving supportive Swedish throughout compulsory school also have other school difficulties which, combined with their deficient knowledge of Swedish, have made them reluctant to study. If so, the assistance given by schools to pupils receiving supportive Swedish teaching throughout their compulsory schooling has not offset their school difficulties sufficiently for these pupils to have the same predisposition for further studies as other pupils.

3.5 Comparison of pupils with various occupations after compulsory school

Would more supportive Swedish have enhanced interest in further studies?

The number of students is relatively small among home language pupils with Swedish procifiency ratings A - D (i.e. pupils not speaking Swedish as wall as the average Swedish pupils). Pupils with proficiency ratings A - D are judged by schools to be in need of extra supportive Swedish. The great majority of these pupils do in fact receive supportive Swedish lessons. Would a larger proportion of pupils with Swedish proficiency ratings A - D still be studying after compulsory school if they had received even more supportive teaching during their compulsory schooling? The figures in Table 3.5:1 may perhaps hint at the answer to this question. Table 3.5:1 shows the proportion of pupils with Swedish proficiency ratings A - D and with various occupations one year after leaving compulsory school who feel that they received too little supportive Swedish teaching. This table only includes pupils stating that they received supportive Swedish teaching in compulsory school.

Table 3.5:1 chows that the proportion feeling that they received too little supportive Swedish teaching is larger among those who are not studying efter compulsory school than among those who are still studying. It is above all jobb applicants who are dissatisfied with supportive Swedish.

Thus it is not impossible that more supportive Swedish for home language pupils with Swedish proficiency ratings A - D would have increased the number going straight on to upper secondary school.

More than half (52%) of the pupils with Swedish proficiency ratings A - D who dropped out of upper secondary school during the first year feel that they received too little supportive Swedish teaching. This is a further reason for supposing that pupils with Swedish proficiency ratings A - D would have had a better chance of coping with upper secondary school if they had received more supportive Swedish than hitherto.

Table 3.5:1 Grade 9 pupils in 1978/79 receiving supportive Swedish teaching in compulsory school. By occupation, spring 1980. and opinion concerning the amount of supportive Swedish teaching

Occupation	No. receiving supportive Swedish in compulsory school	Whereof percentages feeling that they received too little supportive Swedish
Studying	609	23%
Gainfully employed	244	28%
Job applicants	48	33%

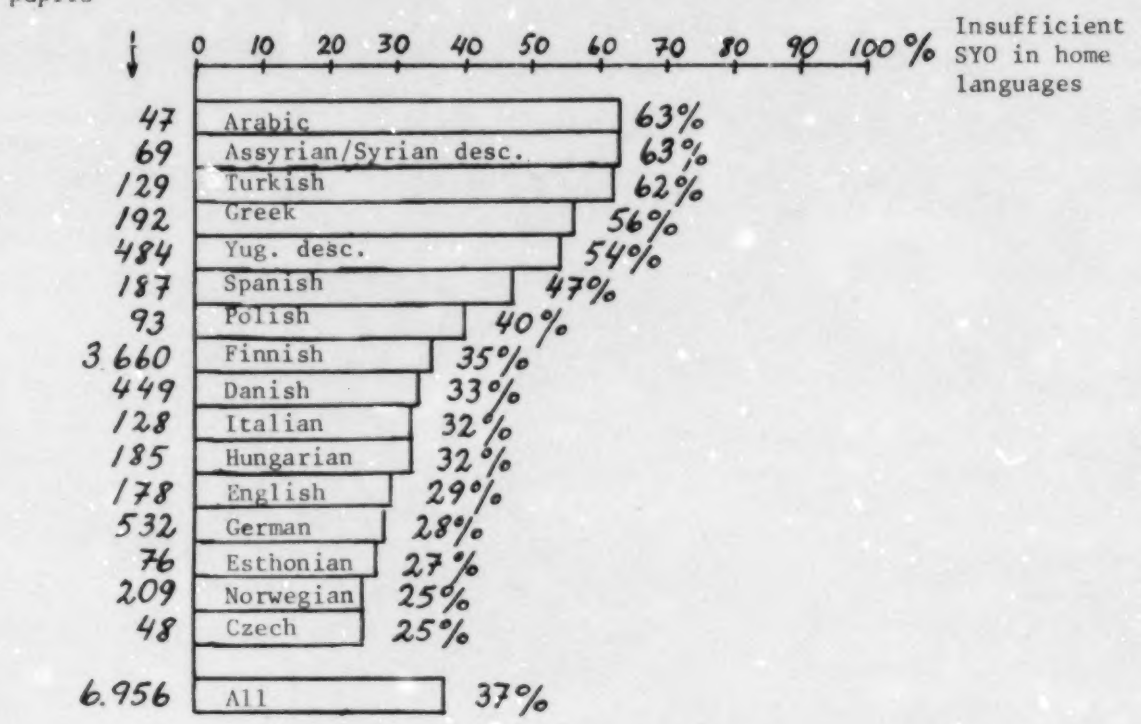
4 EDUCATIONAL AND VOCATIONAL ORIENTATION (SYO) IN HOME LANGUAGES

All the pupils receiving the questionnaire were asked whether they felt that they had been given enough information in their home languages about further studies and occupations, i.e. whether they had received enough educational and vocational orientation (SYO) in their home languages. 12% of the respondents did not answer this question.

Which pupils feel that they received too little SYO in their home languages?

A relatively large group of recent compulsory school leavers (37% of all home language pupils) felt that they had received insufficient SYO in their home languages in compulsory school. The proportion feeling that they did not receive enough SYO in ther home languages varies, however, a great deal from one language group to another; see Figure 4:1. In those groups where more than 60% of the pupils feel that they received too little SYO in their home languages (the Arabic-speaking, Assyrian/Syrian and Turkish-speaking groups), a very large proportion are considered to have difficulty in speaking Swedish (proficiency ratings A - D).

Figure 4:1 Grade 9 pupils in 1978/79. Proportion feeling that they were not told enough about SYO in their home language, by home language/background



More than half the Greek-speaking and Yugoslav pupils feel that they received insufficient SYO in their home languages, even though only a minor proportion in these groups have a poor knowledge of Swedish.

Table 4:2 Grade 9 home language pupils in 1978/79 with a poor knowledge of Swedish (A - D). Proportion feeling that they were not told enough about further studies and occupations (SYO) in their home language in compulsory school, by home language/background

Home language/background (Proficiency A - D)	No. in grade 9 1978/79	Percentages feeling that they received insufficient SYO in their home languages
Assyrian/Syrian desc.	62	65%
Finnish	512	39%
Greek	57	46%
Yug. desc.	74	50%
Spanish	105	51%
Turkish	79	66%
All pupils with proficiency ratings A - D	1 159	47%

The pupils presumably most in need of SYO in their home languages are those who have difficulty in speaking Swedish (= proficiency A - D). Nearly half (47%) of the pupils with proficiency ratings A - D feel that they received too little SYO in their home languages. Finnish-speaking pupils with proficiency ratings A - D are somewhat less dissatisfied than others with the amount of SYO received in their home language; see Table 4:2.

It is important to note that a considerable proportion (34%) of the home language pupils thought to have the same command of Swedish as the average Swedish pupil (proficiency rating F) feel that they received too little SYO in their home languages.

Has lack of SYO in home languages had any negative effects?

Those who are dissatisfied with the amount of SYO they received in their home languages are just as likely to be studying one year after compulsory school as those who were not dissatisfied in this respect. This even applies to those who speak Swedish less well than the average Swedish pupil (proficiency ratings A - D). Evidently this lack of SYO in home languages has not influenced the pupils in their choice between studies and gainful employment. On the other hand, it may have influenced their choice between different types of studies and employment respectively.

We can also examine the reasons given by those dissatisfied with SYO in their home languages for not attending upper secondary school one year after compulsory school; see question 16 in the questionnaire. In this report, too, there is very little difference between those who were dissatisfied and those who were not dissatisfied with SYO in their home languages. Possibly a somewhat larger proportion of those who were dissatisfied stated that their reason for not attending upper secondary school was that they had failed to gain admission to the study route they wanted. But only 8% of the dissatisfied pupils gave this reason.

There is little difference between men and women in the proportion feeling that they received too little SYO in their home languages.

Appendix 1

Pupils taugh by home language teachers in grade 9, 1978/79. No. home language lessons per week in grade 9, by home language/background

Home language background	Percentages of pupils receiving the following periods per week						Total	
	1	2	3	4	5	6 or more	%	No.
English	23	55	7	11	-	4	100	56
Finnish	14	66	8	7	1	4	100	1 084
Greek	6	55	10	21	2	6	100	101
Italian	20	67	9	4	-	-	100	45
Yug. desc.	10	73	9	6	-	3	100	201
Polish	15	51	7	17	7	-	100	41
Spanish	11	41	14	10	6	18	100	107
Turkish	1	47	8	13	11	20	100	90
German	23	69	2	6	-	1	100	115
Hungarian	18	69	.	9	-	2	100	45
All pupils with other home languages	14	62	9	8	2	6	100	2 133

Appendix 2

Grade 9 pupils in 1978/79 taught by home language teachers in compulsory school. Proportion giving various answers concerning their opinions of home language instruction, by home language/background

Home language/ backogrund	No. receiving home language instruction in compulsory school	Whereof proportion giving the following opinions of home language instruction		
		Satisfied with home language instruction	Dislikes having to miss other lessons for home language instruction	Would have liked more home language instruction
		%	%	%
Assyr/Syr. desc.	47	77	30	51
Danish	68	62	41	18
English	76	71	40	30
Finnish	1 954	68	39	22
Greek	147	73	36	38
Italian	69	70	32	30
Yug. desc.	299	65	38	38
Polish	58	76	26	28
Spanish	146	68	37	34
Turkish	109	77	39	46
German	163	66	39	22
Hungarian	68	72	25	25
All pupils with home languages other than Swedish	3 445	68	37	27

Appendix 3

Grade 9 home language pupils in 1978/79 not taught by home language teachers in compulsory school. Proportion giving various reasons for not attending home language lessons[1], by home language/background

Home language/ background	Reason(s) for not attending home language instruction								No. non-participants
	Speak Swedish at home	Unaware of possibility	Wanted but couldn't be arranged	Too much trouble	Not interested	Didn't want to miss other lessons	Parental opposition	Other reasons	
	%	%	%	%	%	%	%	%	
Danish	74	12	9	21	66	30	11	7	375
English	72	11	4	20	58	31	10	11	99
Esthonian	76	9	13	19	56	20	9	6	54
Finnish	70	7	2	29	71	38	7	4	1 644
Greek	36	13	20	38	62	71	24	-	45
Italian	80	13	22	27	38	36	4	6	55
Yug. desc.	60	6	15	29	68	45	9	8	182
Norwegian	87	11	8	15	56	25	8	6	187
Spanish	70	5	20	35	50	23	5	8	40
German	89	5	4	17	57	29	7	6	354
Hungarian	66	4	13	23	64	36	13	4	113
All pupils with home languages other than Swedish	72	8	7	25	64	35	8	5	3 386

[1] Pupils can give more than one reason

Appendix 4

Grade 9 home language pupils, 1978/79. Proportion taught by home language teachers in grade 9; pupils speaking various amounts of Swedish with their parents, by home language/background

Home language/ background	Always speak Swedish with one parent		Often/seldom/never speak Swedish with one parent	
	No. in grade 9 1978/79(1)	Whereof prop. receiving home language instruction in grade 9 %	No. in grade 9 1978/79(1)	Whereof percentages receiving home language instruction in grade 9 %
Ass./Syr desc.	..		65	57
Danish	297	4	145	17
English	98	22	78	42
Esthonian	52	4	..	
Finnish	1 306	12	2 332	40
Greek	..		167	56
Italian	95	33	..	
Yug. desc.	98	13	382	49
Norwegian	178	3	..	
Spanish	57	32	128	69
Turkish	..		125	72
German	440	20	89	29
Hungarian	92	17	88	30
All pupils with home languages other than Swedish	2 915	14	3 981	43

(1) Only those replying to question 17

Appendix 5

Grade 9 home language pupils, 1978/79. Proportion taught by home language teachers in compulsory school; pupils speaking various amounts of Swedish with their parents, by home language/background[1]

Home language/ background	Always speak Swedish with one parent		Often/seldom/never speak Swedish with one parent	
	No. in grade 9 1978/79[1]	Whereof percentages receiving home language instruction in compulsory school %	No. in grade 9 1978/79[1]	Whereof proportion receiving home language instruction in compulsory school %
Danish	264	6	73	37
English	74	34	..	
Esthonian	50	6	..	
Finnish	1 222	25	2 054	68
Greek	..		112	78
Italian	88	51	..	
Yug. desc.	97	20	324	70
Norwegian	159	4	..	
Spanish	53	53	..	
Turkish	..		53	81
German	419	28	71	44
Hungarian	88	26	75	44
All pupils with home languages other than Swedish	2 686	24	3 042	66

[1] N.B. Only pupils who immigrated in 1970 or previously
Only those replying to question 20
.. indicates fewer than 40 pupils

Appendix 6

Pupils receiving supportive Swedish lessons in grade 9. No. supportive Swedish lessons per week in grade 9, by home language/background

Home language/ background	Percentages of pupils receiving the following periods per week						Total	
	1	2	3	4	5	6 or more	%	No.
Assyr./Syr. desc.	2	28	17	24	5	29	100	41
Danish	28	39	11	14	9	0	100	56
Finnish	22	36	17	13	3	9	100	366
Greek	15	32	6	19	13	15	100	47
Yug. desc.	14	34	20	14	13	5	100	64
Spanish	6	24	16	13	2	38	100	82
Turkish	10	13	25	11	19	22	100	63
All pupils with home languages other than Swedish	16	32	15	14	8	15	100	946

Appendix 7

Grade 9 pupils in 1978/79 with home languages other than Swedish. By home language/background and year of immigration

Home language/ background	Not in EIFO register	Immigrated before 1970 or born in Sweden					Immi-grated 1970-72	Immi-grated 1973-75	Immi-grated 1976-78	All home language pupils	
		Both parents born in Sweden (1)	One parent born abroad (2)	Both parents born abroad	No parental data	Total				Per cent	No.
	%	%	%	%	%	%	%	%	%		
Arabic	2	2	6	19	-	27	4	13	53	100	47
Assyr./Syr. desc.	9	-	3	-	4	7	3	7	74	100	69
Danish	5	3	37	27	2	69	6	15	6	100	449
English	10	10	36	5	-	51	10	11	19	100	178
Esthonian	16	-	37	47	-	84	-	-	-	100	76
Finnish	9	1	27	42	1	71	13	3	4	100	3 660
Greek	2	1	12	38	1	52	22	17	8	100	192
Italian	10	11	47	26	1	85	1	3	2	100	128
Yug. desc.	4	1	18	40	1	60	27	7	3	100	484
Norwegian	7	4	50	20	1	75	6	6	7	100	209
Polish	3	3	14	18	-	35	16	16	30	100	93
Spanish	3	3	21	10	2	36	1	10	50	100	187
Czech	6	-	15	50	-	65	19	4	8	100	48
Turkish	3	-	5	22	1	28	21	22	28	100	129
German	6	5	50	33	-	88	1	2	2	100	532
Hungarian	4	2	36	41	-	79	8	3	5	100	185
All pupils with home languages other than Swedish	8	2	29	35	1	67	12	6	8	100	6 956

(1) Including children of single parents born in Sweden
(2) -"- born abroad

Appendix 8

Grade 9 pupils in 1978/79 with home languages other than Swedish. By Swedish proficiency and year of immigration

Home language/ background	Not in EIFO register	Immigrated before 1970 or born in Sweden					Immi-grated 1970-72	Immi-grated 1973-75	Immi-grated 1976-78	All home language pupils	
		Both parents born in Sweden (1) %	One parent born abroad (2) %	Both parents born abroad %	No parental data %	Total %	%	%	%	Per cent	No.
A - B	3	-	6	3	-	9	3	6	79	100	163
C - D	4	1	11	21	2	35	14	16	30	100	996
E	7	2	23	35	1	61	18	8	5	100	1 292
F	8	2	35	29	1	77	10	3	1	100	4 506

(1) Including children of single paretns born in Sweden

(2) _"_ born abroad

Appendix 9

Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportion receiving home language lessons or supportive Swedish lessons in grade 9

(N.B. The figures in App. are based on data from schools, not on those supplied by the pupils)

Home language/ background	Rec'd both home language instruction and supportive Swedish %	Rec'd supportive Swedish only %	Rec'd home language instruction only %	Rec'd neither home language nor supportive Swedish %	Total	
					Per cent	No.
Arabic	51	13	17	19	100	53
Ass./Syr. desc.	78	11	7	1)	100	83
Danish	3	12	6	79	100	458
English	15	11	25	50	100	187
Esthonian	-	1)	25	69	100	71
Finnish	10	7	25	58	100	3 673
French	1)	-	40	50	100	30
Greek	31	9	34	27	100	197
Dutch	1)	1)	1)	77	100	30
Icelandic	23	1)	27	35	100	26
Italian	1)	7	39	51	100	137
Yug. desc.	12	8	33	48	100	490
Norwegian	1)	8	3	88	100	208
Polish	26	9	18	46	100	99
Portuguese	32	1)	29	26	100	38
Romany	1)	1)	-	50	100	14
Lappish	-	1)	74	26	100	23
Spanish	56	5	19	20	100	210
Czech	1)	1)	32	51	100	47
Turkish	59	10	16	14	100	128
German	2	5	19	73	100	546
Hungarian	8	10	18	63	100	182
Other pupils with home languages other than Swedish	20	19	23	38	100	165
All pupils with home languages other than Swedish	13	8	23	56	100	7 095

(1) No percentages have been entered where the number of participants is 5 or less

Appendix 10

Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportion receiving home language instruction or supportive Swedish lessons in grade 9, by Swedish proficiency

(N.B. The figures in App. 10 are based on data from schools, not on those supplied by the pupils)

Swedish proficiency / Home language	Rec'd both home language instruction and supportive Swedish %	Rec'd supportive Swedish only %	Rec'd home language instruction only %	Rec'd neither home language instruction nor supportive Swedish %	Total	
					Per cent	No.
A - D						
Finnish	44	17	16	23	100	523
Other with home languages other than Swedish	65	19	4	13	100	712
E - F						
Finnish	4	5	26	64	100	3 141
Others with home languages other than Swedish	4	7	25	65	100	2 689
A - D Total	56[1]	18	9	17	100	1 235
E - F Total	4	6	26	65	100	5 830

[1] Of the 193 pupils with Swedish proficiency ratings A - B, 85% received both home language instruction and supportive Swedish, while 11% received supportive Swedish only

Appendix 11

Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportion receiving home language instruction or supportive Swedish lessons in grade 9, men and women respectively

(N.B. The figures in App. 11 are based on data from schools, not on those supplied by the pupils)

	Rec'd both home language instruction and supportive Swedish	Rec'd supportive Swedish only	Rec'd neither language instruction only	Rec'd neither home language instruction nor supportive Swedish	Total	
	%	%	%	%	Per cent	No.
Men						
Finnish	11	8	20	60	100	1 796
Others with home languages other than Swedish	19	10	18	53	100	1 690
Women						
Finnish	9	5	29	57	100	1 875
Others with home languages other than Swedish	15	8	24	54	100	1 731
Men, Total	15	9	19	57	100	3 486
Women, Total	12	6	27	56	100	3 606

The data supplied in this form are protected under Section 16 of the Secrecy Act

QUESTIONNAIRE - COMPULSORY SCHOOL FOLLOW-UP

Please return this form in the enclosed prepaid envelope to

The Central bureau of Statistics (SCB)
Educational and Cultural Statistics Unit

A To be completed by all respondents
(Answers to be given by the person to whom the form was sent)

1 When did you conclude your compulsory schooling or its counterpart?

- Put a cross

☐ 1 In grade 9 at the end of the spring term 1979

☐ 2 In grade 9 at the end of the spring term 1978

☐ 3 In grade 9 before the end of the spring term, during the 1978/79 school year

☐ 4 After the spring term in grade 8 or earlier

☐ 5 I am still attending compulsory school

☐ 6 I am still attending or have previously attended a special or remedial school

2 Did you at any time during your final year of compulsory school have an adjusted/modified course of studies, with certain subjects replaced by others or with part of your school hours spent at a workplace?

- Ordinary PRYO (practical vocational orientation) is not to be counted.

Put a cross

☐ 1 No, I did not have an adjusted/modified course of studies

☐ 2 Yes, I exchanged some subjects for others

☐ 3 Yes, some of my schooling took place at a workplace

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A (cont.)

3 Which English and mathematics courses did you take during your final year of compulsory schooling?

- Put one cross for English and another for mathematics

☐ 1	English special course	☐ 4	Mathematics special course
☐ 2	English general course	☐ 5	Mathematics general course
☐ 3	I did not take English in my final year	☐ 6	I did not take mathematics in my final year

4 Which optional subject did you take in your final year of compulsory school?

- Put a cross

☐ 1 French

☐ 2 German

☐ 3 Economics

☐ 4 Art

☐ 5 Technology

☐ 6 None of these subjects; why not?

Additional remarks

5 What was your principal occupation during the week between 17th and 23rd March 1980?

- Put a cross - one only - by the most appropriate alternative

☐ 1 Studying (vocational practice included in training counts as studying)

☐ 2 Gainfully employed (paid work) (including work in a family business or family farm)

☐ 3 Gainfully employed, but temporarily absent (e.g. ill or on holiday)

A (cont.)

- ☐ 4 Applying for work (i.e. applying for work or awaiting a reply, for example, from an employer to whom an application had been made)
- ☐ 5 Working in my own household/looking after my own children
- ☐ 6 Other occupation (please specify) _____

6 Have you been unemployed since you left compulsory school?

- Put a cross

- ☐ 1 Yes, for a total of ____ months
- ☐ 2 No

7 Which of the following types of income have you had since you left compulsory school?

- Put a cross where appropriate

- ☐ 1 Student grant, study assistance
- ☐ 1 Financial support from parents
- ☐ 1 Earned income
- ☐ 1 Training grant from the National Labour Market Board
- ☐ 1 Cash labour market assistance for unemployment
- ☐ 1 Social assistance
- ☐ 1 Other income (please specify) _____

8 What are your plans for the autumn of 1980?

- Put crosses by the appropriate alternatives (If, for example, you intend both studying and working, put a cross by both these alternatives)

- ☐ 1 Studies (vocational practice included in training counts as studies) → Go on to question 9
- ☐ 2 Gainful employment → Go on to question 10
- ☐ 3 Other occupation (please specify) _____

A (cont.)

9 If you intend studying in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

	Right	Wrong
I think it will improve my employment prospects	☐ 1	☐ 2
I can't find a suitable job, so I may as well study	☐ 1	☐ 2
I need the training I have planned for the job I want (Please specify the type of job)	☐ 1	☐ 2
.....		
I know more about the grants obtainable for studies	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	
.....		

10 If you intend working in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

	Right	Wrong
I have/can get a job that interests me	☐ 1	☐ 2
I want a year off from studies (I am tired of school)	☐ 1	☐ 2
I need vocational practice/job experience credits to continue my studies	☐ 1	☐ 2
I would prefer to study, but the family can't afford it	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	
.....		

B To be completed by those who had some form of GAINFUL EMPLOYMENT during the week between 17th and 23rd March 1980
(Disregard temporary absence, e.g. illness or leave)

11 What sort of work were you doing 17th-23rd March 1980?

- Describe your job and duties as accurately and exhaustively as possible. (E.g. supermarket cashier, welder, office boy, nursing assistant)

Job and duties

.....

.....

.....

.....

B (cont.)

12 On what basis were you employed 17th-23rd March 1980?

- Put a cross

☐ 1 Regular employment

☐ 2 Casual employment (e.g. vocational practice, temporary position, probationer, relief work), please specify:

.....

13a Working hours for the week between 17th and 23rd March 1980

- Put a cross by the appropriate alternative

☐ 1 Full time, 35 hours or more per week

☐ 2 Between 20 and 34 hours

☐ 3 Less than 20 hours per week; state number of hours: ... hours

13b Disposition of working hours for the week between 17th and 23rd March 1980

- Put crosses beside all appropriate alternatives

☐ 1 Monday - Friday (daytime)

☐ 2 Monday - Friday (evenings)

☐ 3 Weekends (daytime)

☐ 4 Weekends (evenings)

C To be completed by those who were STUDYING in any way during the week between 17th and 23rd March 1980
(Evening classes or correspondence courses and vocational practice included in training are to be included)

(Disregard temporary absence, e.g. illnes or leave)

14 What type of studies were you engaged in during the week between 17th and 23rd March 1980?

- Put a cross by the appropriate alternatives, and give the name of the line, course etc.

☐ Line of upper secondary school

Line Duration

..... ☐ ? yrs ☐ 3 yrs ☐ 4 yrs

☐ Specialized upper sec. school course

Course Duration

....

☐ Other education (e.g. elementary schooling, labour market training, municipal adult education, special school

Education Duration

....

Sponsor/establishment

.....

C (cont.)

15 On what scale were you pursuing these studies?

- Put a cross

☐ 1 Full time

☐ 2 Part time

D To be completed by those who were NOT studying at upper secondary school

16 Why are you not studying at upper secondary school?

- Put crosses to show whether the alternatives are "right" or "wrong" in your particular case

	Right	Wrong
I prefer working	☐ 1	☐ 2
I didn't get into the study route I wanted	☐ 1	☐ 2
I was accepted for my first preference but had second thoughts	☐ 1	☐ 2
I have taken and already completed a short-term upper secondary school course	☐ 1	☐ 2
I would like to go on studying, but the family can't afford it	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	

.....

E To be completed by all respondents

17 Do you speak Swedish with one of your parents?

- Put a cross

☐ 1 Yes, always

☐ 2 Yes, frequently

☐ 3 Not very often

☐ 4 No, never

18 Were you told enough in your home language about further studies and occupations (educational and vocational orientation - SYO)?

- Put a cross

☐ 1 Yes

☐ 2 No

E (cont.)

19a Were you given special assistance with your Swedish by a teacher at compulsory school (auxiliary Swedish lessons)?

- If so, please mark the levels (junior, intermediate, senior) at which you were assisted

☐ 1 Yes
- ☐ 1 Junior level (grades 1-3)
- ☐ 1 Intermediate level (grades 4-6)
- ☐ 1 Senior level (grades 7-9)

☐ 2 No

19b Were you given all the auxiliary Swedish instruction you needed?

- Put a cross

☐ 1 Not enough
☐ 2 Enough
☐ 3 Too much

19c If you were given auxiliary Swedish lessons in grade 9, please state the number of periods (lessons) per week

.... periods (lessons)

20 Were you taught by a home language teacher in compulsory school?

- If so, please mark the levels (junior, intermediate, senior)

☐ 1 Yes
- ☐ 1 Junior level (grade 1-3)
- ☐ 1 Intermediate level (grades 4-6)
- ☐ 1 Senior level (grades 7-9

☐ 2 No

F To be completed by all those who were taught by home language teachers

21 In which subjects were you taught or helped by your home language teacher in grade 9?

- Put a cross by each appropriate subject

☐ 1	My home language	☐ 1	History
☐ 2	Swedish	☐ 2	Geography
☐ 3	Mathematics	☐ 3	Biology
☐ 4	English	☐ 4	Physics
☐ 5	Civics	☐ 5	Chemistry

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F (cont.)

22 For how many periods (lessons) per week altogether were you taught by a home language teacher in grade 9?

.... periods (lessons) per week

23 What did you think of your home language instruction?

- Put a cross by each statement

	Right	Wrong
I thought it was good	☐ 1	☐ 2
I didn't like having to leave other lessons for home language instruction	☐ 1	☐ 2
I would have liked more home language instruction (More periods per week or assistance from the home language teacher with more subjects)	☐ 1	☐ 2
Any further remarks?	☐ 1	

G To be completed by all those who were NOT taught by home language teachers

24 Why didn't you take part in home language instruction?

- Put a cross by each statement

	Right	Wrong
We speak Swedish at home	☐ 1	☐ 2
I didn't know I could be given home language instruction	☐ 1	☐ 2
I wanted home language instruction, but it couldn't be arranged	☐ 1	☐ 2
I thought home language instruction would be too much trouble	☐ 1	☐ 2
I wasn't interested in home language instruction	☐ 1	☐ 2
I didn't want to miss other lessons	☐ 1	☐ 2
My parents didn't want me to have home language instruction	☐ 1	☐ 2
Other reason(s), please specify ↓	☐ 1	

.....

ANY FURTHER REMARKS CAN BE WRITTEN IN PAGE 2.

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